ED 326 214 IR 052 713

TITLE IFLA General Conference 1988. Open Forum on IFLA Core Programs; Section on INTAMEL; Libraries Serving Disadvantaged Persons; Libraries for the Blind; Children's Libraries; School Libraries.
INSTITUTION International Federation of Library Associations, The Hague (Netherlands).
PUB DATE Sep 88
NOTE 199p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (54th, Sydney, Australia, August 30-September 3, 1988).
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Childhood Interests; Cultural Pluralism; *Disabilities; Early Childhood Education; Elementary Education; Foreign Countries; Hospital Libraries; Information Needs; *Library Science; *Library Services; *Public Libraries; *School Libraries
IDENTIFIERS Aboriginal People; *Childrens Libraries; Maori (People)

ABSTRACT

Twenty-one papers from the Open Forum on Core Programs are included in this collection: (1) "The IFLA (International Federal of Library Associations) UAP (Universal Availability of Publications) Programme" (M. F. Plassard, IFLA Programme Officer); (2) "Progress Report on IFLA Core Programme for Universal Dataflow and Telecommunications (UDT)" (L. Swain, Canada); (3) "The IFLA UBCIM (Universal Bibliographic Control International MARC) Programme" (W. Roberts, IFLA Programme Officer); (4) "Core Programme on Preservation and Conservation" (M. Smith, Australia); (5) "Public Library Cooperation in the New York Metropolitan Area" (E. Holmgren, United States); (6) "Cooperation--The Key to Services for People with Special Needs" (V. Moon, Australia); (7) "Public Library Services to Business and Industry" (H. Tait, New Zealand); (8) "How To Develop and Maintain Library Services in Hospitals on a Professional Basis: The Swedish Experience" (G. Malmgren-Neale, Sweden); (9) "Adult Literacy Provisions in Australia" (C. Yuen & V. Moon, Australia); (10) "Project Progress Report--Working Group on Illiteracy" (E. Dimattia, United States & L. Siitonen, Finland); (11) "Let Us All Enjoy a Book" (I. Tucker, Australia); (12) "The Philosophy of Library Services for People with Disabilities--An Incentive to Change?" (S. Bruhn, Australia); (13) "Audio Services for the Blind and Partially Sighted in Public Libraries" (C. F. Pinion, United Kingdom); (14) "Parents Sharing and Encouraging Children's Reading in Australia" (H. Hume, Australia); (15) "Reading Programmes for Pre-School Maori Children (Kohnaga Reo Book Pilot Scheme)" (J. Frater, New Zealand); (16) "Children's Librarians--Providing Towards a Lifelong Habit of Reading" (C. Thompson, New Zealand); (17) "Multiculturalism: Challenges and Opportunities for School Librarians" (L. Thomas, United States); (18) "The Maori Dimension in New Zealand Schools" (G. Andrews, New Zealand); (19) "The Australian Schools Catalogue Information Service (ASCIS): Its Environment, Clients and Services" (G. Cane, Australia); (20) "Measuring the Performance of Public Libraries" (N. Moore, United Kingdom); and (21) "An Aboriginal Perspective on How Aborigines Are Portrayed in Children's Literature" (R. Murray, M. Brickell, P. Bamblett, Alan Queary, & P. MacIntyre, Australia). (CGD)

**54th IFLA
GENERAL CONFERENCE
SYDNEY, AUSTRALIA
30 AUGUST - 3 SEPTEMBER 1988**

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OPEN FORUM ON IFLA CORE PROGRAMS

Session: 86 Wednesday 31 August 0900 - 1100

The IFLA UAP Programme *(3-CORE-1-E)*	Marie-France Plassard, Programme Officer
Progress report on IFLA Core Programme for Universal Dataflow and Telecommunications (UDT) *(4-CORE-2-E)*	Leigh Swain, National Library of Canada, Ottawa, Canada
The IFLA UBCIM Programme *(34-CORE-3-E)*	Winston D. Roberts, Programme Officer

Division of Libraries serving the General Public

SECTION — INTAMEL

Session: 144 Friday 2 September 1200 - 1430

Public library co-operation in the New York metropolitan area *(62-INTAMEL-1-E)*	Edwin S. Holmgren, Director, The Branch Libraries, The New York Public Library

SECTION — LIBRARIES SERVING DISADVANTAGED PERSONS

Session: 113 Thursday 1 September 1200 - 1430

How to develop and maintain library services in hospitals on a professional basis: the Swedish experience *(28-DISADV-1-E)*	Gunilla Malmgren-Neale, Head of Library Services, Helsingborg Health Care District, Sweden

SECTION — LIBRARIES FOR THE BLIND

Session: 135 Friday 2 September 0900 - 1130

Let us all enjoy a book *(70-BLIND-1-E)*	Ian Tucker, Ulverscroft large print books and Ulverscroft soundings, Sydney, Australia

SECTION — CHILDREN'S LIBRARIES

Session: 108 Thursday 1 September 0900 - 1130

Parents sharing and encouraging children's reading in Australia *(44-CHILD-1-E)*	Hazel Hume, A Marinerd scholar, book reviewer, lecturer, New South Wales, Australia
Reading programmes for pre-school Maori children (Te Kohanga Reo book pilot scheme) *(69-CHILD-2-E)*	Janice Frater, Regional Service, National Library of New Zealand

SECTION — SCHOOL LIBRARIES

Session: 150 Friday 2 September 1500 - 1730

Multiculturalism: challenges and opportunities for school librarians *(6-SCHOOL-1-E)*	Lucille C. Thomas, Adjunct Professor, Queen's College, City University of New York
The Maori dimension in New Zealand schools *(10-SCHOOL-2-E)*	Gail Andrews, Education Officer (Libraries and Information Services), Dept. of Education, New Zealand
The Australian Schools Catalogue Information Service (ASCIS): its environment, clients and services *(60-SCHOOL-3-E)*	Georgina Cane, Executive Director ASCIS, 325 Camberwell Road, Camberwell, Victoria, 3124

IR053213

Data conversion by Saztec Information Services as a contribution to IFLA/LAA 1988

003-CORE-1-E

THE IFLA UAP PROGRAMME

Marie-France Plassard, *Programme Officer*

Universal Availability of Publications has been defined many times as the widest possible availability of published material to intending users wherever and whenever they need it. The role of the UAP Programme is to promote understanding of the scope and the nature of what may seem like a virtually unattainable goal, as well as to encourage all efforts at making availability universal, from the publication of new documents to the retention of last copies. I should like to remind you once more that UAP covers publishing and book supply as well as libraries, children's libraries as well as research libraries, acquisitions and retention as well as interlending and audiovisual and electronic publications as well as conventional printed matter.

The UAP Programme's main areas of activity are research and publicity, and I shall now report on what has been achieved since the 1987 IFLA Conference.

Research

A contract had been signed with Unesco in Spring 1987 for the preparation of a document on Measuring the performance of document supply systems. The report, written by Maurice Line, was published by Unesco in December 1987 (PGI/87/WS/31). It is intended to provide measurement techniques which can be applied to a wide range of countries.

A contract was awarded by the Deutsche Forschungsgemeinschaft in April 1987 to update the 1984 publication on The impact of new technology on the availability of publications by Priscilla Oakeshott and Brenda White (also funded by DFG). The revision was undertaken by Maurice Line and myself. Developments have taken place in the last four years and revision proved a more onerous and time-consuming task than expected. I visited several institutions in France, the Federal Republic of Germany and the United Kingdom to become acquainted with new developments in these countries. Our final draft was submitted to DFG in April and should be published shortly. It is entitled: The impact of new technology on document availability and access.

The final report on a feasibility study of a document delivery system to support ASTINFO, undertaken by Maurice Line and Stephen Vickers in 1986, was submitted to Unesco in September 1987.

At the time of writing, several proposals for research projects or seminars have been submitted to Unesco and we are awaiting its final decision.

Publicity

Even though the programme is now over ten years old, publicity is still needed to raise awareness of its existence and draw attention to various aspects of UAP. To emphasize the need for action, the Programme uses several channels of communication, essentially seminars, conferences and publications. As far as the former are concerned, Programme staff could unfortunately not be represented at national meetings on UAP convened in Malaysia, Thailand and Tunisia in 1987, mainly because of financial restrictions. We hope however to be involved in the future whenever possible, and are always ready to help when called upon.

Meetings between IFLA and GELC (Groupe d'éditeurs de la Communauté européenne) continue to provide a forum for discussion between librarians and publishers on matters relevant to the availability of publications. The main recent product of these discussions is a joint statement of European librarians and publishers published by STM in 1987: The use of optical media for publication of full text: cooperation between publishers and librarians. This received wide publicity. A document on barriers to availability is in preparation. These IFLA/GELC meetings are attended regularly by Wim Koops, Klaus-Dieter Lehmann and Maurice Line, all three of them closely associated with the UAP Programme.

Regarding publications, Measuring the performance of document supply systems and The impact of new technology on document availability and access have already been mentioned. The French and Spanish versions of the Guide to the organization of meetings on UAP are now available from Unesco (PGI/85/WS/31).

A review of the first ten years of the UAP Programme ("UAP — a ten-year overview") and an update to the UAP bibliography were published in IFLA Journal, 1987, 13(4) and 1988, 14(1). The USSR Library Council invited me to write an article on the UAP Programme for its serial Librarianship and Bibliography Abroad in view of the IFLA Conference in Moscow in 1991, and this was submitted in April to the Lenin State Library.

The UAP Newsletter continues to be published twice a year in English and Spanish. The English version is available from the UAP focal point at the British Library Document Supply Centre in Boston Spa; for the Spanish version, enquiries should be directed to Ms Monica Guerrero, A Postal 21-094, Coyoacan, 0400 Mexico DF, Mexico.

The 1982 report on National acquisition policies and systems: a comparative study of existing systems and possible models has been reprinted, as previous stock was exhausted.

Relations with other professional entities of IFLA-UAP Advisory Committee

A formal annual meeting of Core Programme Officers and Chairs of Core Programme Advisory Committees was convened for the first time in Tokyo and is now a regular event. As a result, communication between core programmes has much improved, with core programme officers exchanging publications and documents of relevance and generally keeping in touch and pursuing areas of mutual interest. At the meeting in Brighton, it was decided to ask Divisions and Sections to keep Core Programme Officers informed of their projects and plans for future conferences. The response has been encouraging: for example, the section on Acquisition and Exchange and the UAP Programme plan to organize a one day seminar on repositories as an element in national resource planning at the IFLA meeting in Paris, in collaboration with other sections. More direct representation from the Divisions and Sections is permitted with the structure of the new UAP Advisory Committee. Klaus-Dieter Lehmann continues as Chairperson of the committee, which has eighteen other members. The composition has been approved by the PMC until 1989.

To conclude this presentation, I should like to insist once more on the fact that UAP is a programme of action and that there is therefore a great need for practical plans and their implementation. A few examples of actual plans and developments will be worth any amount of theorizing, and countries can learn from the experience of others. The Universal Availability of Publications has as a prerequisite national availability, and the initiative must come from individual countries. We greatly rely on your positive response and help, all the more since we are operating the Programme on a very limited staff and budget. Lastly, as Maurice Line pointed out in Brighton, the new technology is affecting our perspectives and ways of approaching our goals; the whole information scene is changing and we must be fully aware of it and constantly seek new paths.

004-CORE-2-E

PROGRESS REPORT ON IFLA CORE PROGRAMME FOR UNIVERSAL DATAFLOW AND TELECOMMUNICATIONS (UDT)

Leigh Swain, *National Library of Canada Ottawa, Canada*

0. INTRODUCTION

This paper outlines the activities of the IFLA Universal Dataflow and Telecommunications Core Programme. First, the series of ambitious recommendations passed at the 1987 IFLA pre-conference seminar, entitled "Open Systems Interconnection: the communications technology of the 1990's", are reviewed to indicate the background and impetus for the two major projects proposed for 1988. The selection criteria and objectives of the ILL Demonstration Project are presented. The second project, to develop an OSI Technical Working Group, is a long term project requiring further discussion by the UDT Advisory Committee. The paper also describes the publications arising from the UDT Programme, the composition of the Advisory Committee, personnel changes in the UDT Office, and finally, resources for 1988.

1. BRIGHTON RECOMMENDATIONS ON OSI (1987)

The major emphasis of the UDT Programme in 1988 is in accordance with the recommendations of the 1987 IFLA Preconference Seminar on OSI. These recommendations, endorsed by the seminar participants, were further endorsed during the IFLA Brighton Conference by the Section on Information Technology and the Advisory Committees of the four Core Programmes. It was recommended that IFLA:

- Define and specify the service criteria and objectives of its programmes in terms of present and future interworking requirements, taking into account the ever increasing potential of OSI as a facilitator of improved services;
- Identify the relevant communications support and capabilities that exist within, and between, the constituent member countries;
- Critically examine existing functional profiles/standards being promoted by national and international agencies to assess their suitability in meeting the requirements of the national and international information communities;
- Contribute wherever possible to the development of application level protocols for library and information needs;
- Promote specific initiatives to develop common library applications between two or more countries;
- Create appropriate mechanisms to ensure that there is adequate representation to OSI protocol development and promotion agencies;
- Consider the mechanisms for involving users, library systems vendors, national libraries and those offering related services in the formulation of both service objectives and the means of delivering services;
- Ensure that there is close liaison between the Universal Dataflow and Telecommunications Core Programme, which has a specific responsibility for promoting OSI standards, and the other three core IFLA programmes;
- Gather and disseminate relevant information on all aspects of OSI affecting the international library and information community.

2. UDT PROJECTS FOR 1988

In accordance with this strong series of recommendations, two project proposals (1. ILL Demonstration Project; 2. OSI Technical Working Group) were put forward by the UDT Office to the Programme Management Committee (PMC) for consideration at its April 1988 meeting. PMC approved in principle the two projects subject to the funding available. IFLA Headquarters will seek out sponsors who may wish to contribute to the funding of these projects beyond the seed money contributed by IFLA.

2.1 ILL Demonstration Project

The ILL Demonstration Project is a two phase project intended to demonstrate the use of the OSI-based Interlibrary Loan (ILL) protocol for the international exchange of electronic ILL messages. The objectives of the project are to demonstrate the ability to interconnect library computer systems internationally using OSI standards, to demonstrate the service benefits and constraints of such an interconnection, and to provide data needed for coordination and planning of future ILL implementations and other OSI application protocols.

2.1.2 Criteria for ILL Demonstration Project

The criteria used to select the initial participants (the National Library of Canada and the British Library/Document Supply Centre) for the ILL Demonstration Project are outlined below. Phase One, the Feasibility Study, will consider the potential for additional participants beyond the initial participants. The assumption used in the formulation of the project proposal has been that the coordination effort required for such a project would preclude the participation of a large number of institutions. This assumption will be reviewed during Phase One in light of related developments that have arisen since the submission of the project proposal. Initial selection criteria for the project are:

- Stable Application Protocol
  Of all the OSI library application protocols currently under development, the ILL Protocol is closest to becoming an approved international standard;
- Presence of Relevant Automated Systems
  The BL/DSC currently operates a sophisticated automated ILL system. The NLC also has an automated ILL system which is based on the ILL protocol.
- OSI Technical Expertise
  The NLC developed the ILL draft protocol specification submitted to ISO and has developed the conformance tester which will be used to verify the adherence of protocol implementations to the standard. The BL/DSC, among others, is a participant in ISO/TC46/SC4/WG4, the body responsible for the development of the international version of the ILL protocol.
- Volume of Traffic Between Participants
  The BL/DSC is one of the largest document supply centres worldwide. The NLC provides an ILL location service to Canadian libraries and is a major lender. It serves as a forwarding agent for ILL requests from many Canadian libraries to the BL/DSC.
- Mature Telecommunications Infrastructure
  Both Canada and the U.K. have sophisticated national telecommunications systems with international interfaces. Both countries have been active supporters of the development and implementation of OSI.
- Involvement of UDT and UAP Core Programmes
  The International Office for UAP is located at BL/DSC, and that for UDT at the NLC.

Phase One of the ILL Demonstration Project will consist of a feasibility study and detailed project plan (carried out under contract) for conducting a joint UDT/UAP project between the National Library of Canada and the British Library Document Supply Centre. There are other organizations that may meet the criteria for this project. However due to the constraints inherent in putting forward the project proposal in time for the 1988 approval cycle it was necessary to select the initial participants as quickly as possible. Work with these two organizations will help to isolate the factors and concerns that may be significant for potential participants.

It is intended that a contractor with experience in the ILL application and with recognized international experience in OSI will be used in this study. It is estimated that the recommended elapsed time for this study would be 3-6 months.

2.1.3. Phase One Study Objectives

The feasibility study is the preliminary step in this project. Its objectives are as follows:

- Develop generic service objectives for the application;
- Investigate protocol-options and agree on a single set of procedures including the mode of communication (i.e. store and forward or connection-oriented);
- Investigate options and agree on the telecommunications requirements;
- Assess mechanisms and requirements for conformance testing of the protocol implementations. (Testing to what extent a protocol implementation conforms to the published standard).
- Develop a detailed service and technical project plan for project participants including project scope, time frames, resources, and technical expertise required;
- Identify constraints and criteria for project evaluation.
- Assess the best timing for this project in light of the operational commitments of selected institutions.

Even if the results of the feasibility study do not warrant proceeding with Phase Two and the project is terminated at the end of Phase One, valuable information will have been obtained. Specifically, this information will include:

- Specific insights into the technical and political obstacles to such a project as well as a strategy for overcoming these;
- A definition of ILL service objectives that could be used as a model to develop similar definitions for other library applications;
- Information on functional profiles for protocols and the difficulties in reaching consensus on these;
- Information on costs and resources necessary for such an international project.

2.1.4 Phase Two Pilot ILL Project Objectives

The decision to proceed to Phase Two will be determined by the results of the feasibility study. Phase Two would entail implementations of the ILL protocol at the participating sites, conformance testing of the implementations and the exchange of ILL messages in an pilot environment.

This part of the project would run over a two year period and require a minimum of 9-12 months of operation in a pilot environment in order to provide the data necessary for a valid evaluation. The primary determinant of the timeframe will be the extent of technical development required at the participating institutions. Given the high level of commitment and resources implicit in such a pilot project, strongly positive results from the feasibility study will be essential for continuation of the project to Phase Two.

The objectives of Phase Two are to:

- Demonstrate the ability to interconnect library computer systems internationally using OSI standards, in such a way as to minimize the amount of in-house software development required;
- Demonstrate the service benefits and constraints to such interconnection for a major aspect of the UAP programme;
- Increase the profile within IFLA for OSI technology and its benefits and limitations;
- Assess the ILL protocol standard specification in its current form;

- Assess requirements for conformance testing and mechanisms for testing in an international context;
- Assess service and functional profile options;
- Assess the reliability and costs of international telecommunications for ILL;
- Compile information required for future implementations.

2.2 OSI Technical Working Group

The second project for 1988 in the UDT Programme, approved in principle by the PMC at its April meeting, is the creation of a technical working group within IFLA to formulate the positions of the library and information community on OSI-related issues. This working group would be responsible for developing and reaching consensus on functional profiles; that is, achieving agreement on the options available within OSI standards specifications and compatible means of implementing them. The other areas of investigation of the working group would be: developing guidelines and arrangements for the implementation and testing of OSI library application protocols, in conjunction with other testing developments; identifying the relevant communications support and capabilities that exist within and among constituent member countries; working with the IFLA core programmes to define and specify the service criteria and objectives for international electronic resource sharing activities.

This project envisages the hiring of a full-time OSI expert at the UDT Office who would provide on-going support to the technical working group by: providing liaison with the organizations developing OSI-based software such as the Systems Protocol Application Group (SPAG) in Europe and the Corporation for Open Systems (COS) in the USA; acquiring, interpreting and disseminating information to the group on technical developments; serving as secretary for meetings of the working group; arranging research contracts, as needed, and publicizing the findings of the working group.

This is seen as a long term project that requires further consultation with the UDT Advisory Committee before proceeding. While the concept has been accepted within the Advisory Committee and the Programme Management Committee, (as indicated by their approval in principle), a project of this scope necessitates further definition. Accordingly, this matter has been tabled for discussion at the August meeting in Sydney.

3. PUBLICITY AND PROMOTION

3.1 Newsletter

The third issue of the UDT Newsletter was distributed in February 1988. The Newsletter includes original articles and summaries or reprints of pertinent articles from journals on information and telecommunications technology and transborder data flow. Upcoming conferences, workshops, etc., and news items of interest are included as appropriate.

Letters were sent to selected journals to obtain copyright clearance for quoting or reprinting from them. Initial distribution of the Newsletter included the other IFLA core programmes, their advisory committees, the Standing Committees of the Division of Bibliographic Control, the Section on Interlending and the Section on Information Technology. Readers wishing to continue to receive the Newsletter were asked to respond via a detachable order form included in each issue. The mailing list for the Newsletter currently consists of approximately 600 recipients.

The fourth issue of the Newsletter consisted of a selected bibliography for librarians on Open Systems Interconnection (OSI), prepared by the Library Documentation Centre of the National Library of Canada. Four issues of the Newsletter are planned for the coming year. As well as general information from various sources on issues and developments related to UDT, the content of the Newsletter will complement the two major projects anticipated for this core programme.

3.2 Other Publications

The IFLA Journal, spring 1988, included an article by Cynthia Durance and Neil McLean entitled, "Libraries and Access to Information in an Open Systems Environment". This article sought to clarify the relevance of Open Systems Interconnection (OSI) standards to IFLA programmes, to point out the technical challenges of OSI implementation and the need for coordination mechanisms among IFLA member libraries.

An article on the UDT programme was prepared, upon request, for the Soviet journal "Librarianship and Bibliography Abroad".

An article on "transborder data flow" has been drafted by Roddy Duchesne of the National Library of Canada for Volume 45 of the Encyclopedia of Library and Information Science (in press). Anticipated publication date for the new edition of the Encyclopedia is late 1988 or early 1989.

The UDT programme provided editing support for the proceedings of the 1987 IFLA Preconference Seminar entitled "Open Systems Interconnection: the communications technology of the 1990's". The former Director of UDT, (and a member of the Standing Committee of the Section on Information Technology) Cynthia Durance, was programme chairman and a speaker for this conference. The conference proceedings will be published by K.G. Saur by mid-1988.

4. ADVISORY COMMITTEE TO UDT PROGRAMME

Proposed terms of reference for an Advisory Committee to UDT were submitted and approved, and seven members appointed.

Membership for the Advisory Committee to the UDT Programme consists of the following:

- Ms. Christine Bossmeyer, Deutsche Bibliothek, FRG.
- Ms. Virginia Boucher, University of Colorado, USA.
- Ms. B. Kelm, Deutsche Bibliothek, FRG.
- Mr. W. Lohner, UNESCO.
- Mr. S.M. Malinconico, Pratt Institute, USA.
- Mr. P. Szanto, Hungarian Central Technical Library and Documentation Centre, Hungary.
- Mr. Neil McLean, Library and Information Technology Centre, Polytechnic of Central London, UK.
- Mr. Herbert Becker, Library of Congress, USA.

A Working Group was struck by the Advisory Committee at its meetings in August 1987. The Working Group is intended to develop funding proposals for specific projects for the UDT Office, or for the UDT Office in conjunction with other core programmes.

Discussion of the recommendations forthcoming from the 1987 preconference seminar on OSI took place at the Standing Committee on Information Technology on August 15, 1987 and at the UDT Advisory Committee meetings August 16 and 18, 1987. Projects agreed to in principle by the UDT Advisory Group (and described earlier here) included formation of a group of technical experts to consider options within OSI standards most applicable to library community use, a demonstration project to highlight the potential of OSI technology for library service improvement, publicity for the UDT programme and its importance to IFLA.

5. DIRECTORSHIP OF UDT PROGRAMME

Leigh Swain of the National Library of Canada was appointed Director of the IFLA UDT Programme in April 1988 following the departure of Cynthia Durance from the Library. Ms. Durance is serving now as Assistant Director-General, Government Records Branch, National Archives of Canada.

6. UDT OFFICE RESOURCES

Current program support consists of ½ professional person year plus ½ support staff person year, all of which is contributed by the National Library of Canada. Upon establishment of the Technical Working Group an additional person knowledgeable in OSI would be required for ongoing technical support to the Group on an least a half-time basis. Funds to cover this technical support as well as the contract support required for the ILL Demonstration Project are not included in the 1988 UDT budget. As outlined in the section on the project proposals, special funding for these projects will be sought by IFLA Headquarters.

The contribution from the National Library of Canada also covers accommodation and office equipment, etc. in addition to the salaries and benefits noted above. This contribution to the 1988 budget is equivalent to $Canadian 57,000. IFLA support to the UDT Programme for 1988 is $Canadian 17,000.

7. CONCLUSION

The UDT Programme for 1988 marks an important initiative to improve libraries' ability to overcome current barriers to resource sharing. It is a practical means of exploring the potential of the internationally approved Open Systems Interconnection (OSI) suite of standards to further the resource sharing and service delivery objectives of the IFLA community.

034-CORE-3-E

THE IFLA UBCIM PROGRAMME

Winston D. Roberts, *Programme Officer*

Introduction

It is now nearly two years since the UBCIM Programme was formed by the merger of the International Programme for UBC and the

International MARC Programme. Since the Brighton conference last year, the Programme has gone through its first full year of operation in its new form, with some success.

Before discussion of the aims and achievements of the UBCIM Programme, it should be said that 1987 was also a watershed in terms of staffing. The last of the former UBC Programme staff left, and two new officers were appointed on secondment from the British Library: Mr Winston Roberts began full-time work as Programme Officer in March 1987, and Ms Janice Wilson was appointed Publications Officer as from last August, initially on a part-time basis, and began full-time work in this post in April 1988. Since then, the Programme Officer has been able to devote his full attention to appropriate professional activities. In these circumstances it was fortunate that the Programme staff could continue to rely on the advice and support of Ross Bourne and Peter Lewis (the British Library manager overseeing the work of the Programme and the Director, respectively).

The aim of the Programme, as is well known, is to promote the exchange and use of compatible bibliographic records amongst libraries in general and national bibliographic agencies in particular. It aims to create, maintain and promote the use of standards for the exchange of bibliographic data in machine-readable form. (It should not be forgotten, of course, that the Programme does not exist in a vacuum: its objectives also contribute to the wider aim of universal availability of publications.)

The Programme collaborates with many sections of IFLA, but particularly those of the Division of Bibliographic Control. It is in contact with organisations concerned with standards for information exchange, such as Unesco, ISO TC 46 and the ISDS, together with other organisations actively involved in the application of software and formats.

The UBCIM Programme is advised by the International MARC Network Committee (IMNC) of the Conference of Directors of National Libraries on all MARC-related matters. Members of the IMNC are automatically members of the full UBCIM Advisory Committee. This Advisory Committee reports to IFLA's Programme Management Committee (PMC) on the work of the UBCIM Programme. The PMC appoints to the Advisory Committee representatives of the Division of Regional Activities, the Sections on Information Technology, Serial Publications, Official Publications, and all the Sections of the Division of Bibliographic Control. Unesco PGI is represented, and other bodies may also be represented. While UBCIM staff may recommend various courses of action, their work ultimately reflects priorities agreed by the Programme Management Committee, as advised by IMNC and the Advisory Committee.

Programme activities

The main priorities, historically, have been in four areas: the ISBDs, the international exchange of machine-readable records, authority lists, and dissemination of information about all the Programme's activities. During the period 1987-1988, the activities of the Programme have been as follows:

I — The International Standard Bibliographic Descriptions

During 1987, the first tangible results of the five-year review of the ISBDs appeared. Following the publication last August of the revised ISBDs for monographs, cartographic materials and non-book materials, work continued on the more complex ISBD for serials, which was eventually published in January this year. The draft of the revised ISBD for printed music has recently been reviewed by specialists from IFLA and IAML, and the draft revised text of the ISBD for antiquarian material is currently being reviewed by members of the Sections on Cataloguing and Rare and Precious Books. It is hoped that the revised ISBD(A) and (PM) will be published early in 1989.

Work also continued during 1987–88 on preparation of the new ISBD for computer files. The UBCIM office organised a meeting in London in March this year, sponsored by Unesco, at which great progress was made. It is hoped that the ISBD(CF) can be published early in 1989.

A significant event in 1988 has been the long-awaited publication of what was referred to, at one stage, as the ISBD(CP), and which is now called Guidelines for the Application of the ISBDs to the Description of Component Parts. We hope that this document will considerably widen the appeal of the Programme to those secondary services (and indeed some libraries) on which UBCIM activities have not so far had much impact.

The UBCIM Programme has been involved in coordinating the preparation and circulation of drafts of many of these documents and in taking the final texts through to publication.

II — International MARC

The Programme office has dealt with hundreds of purchase orders for the UNIMARC Manual (1987), and technical enquiries. The UNIMARC Format for Authorities is currently on world-wide review and the results of this are expected shortly. In view of the importance of this document, it has been made available for comment to a wide range of experts inside IFLA and the CDNL, and to others who have requested it. It is hoped that this format can be published at the end of 1988.

A further MARC-related publication to appear earlier this year was the MINISIS/UNIMARC Final Report. This is the consultant's final report of the investigation, sponsored by IFLA and the International Development Research Centre, into producing bibliographic records in modified UNIMARC format using the MINISIS software package. It is anticipated that this publication, in the series of UBCIM Occasional Papers, will bring the UNIMARC bibliographic format to the notice of a wide range of smaller specialised libraries and information services.

III — Authorities

In contrast to the full publication schedule in some areas of UBCIM work, there has for some time been a lull in authority work. There were numerous publications in this area in the 1970s and early 1980s — but many of these are now totally out of date, and others require revision. It is all too clear that more work is needed after such a long interval, especially since research into authority control in an online interactive environment has not kept pace with the application of standards for description.

Rather than merely revise existing publications on names of persons, states, and legislative and other corporate bodies, it has been decided to undertake a complete re-evaluation of the existing international provision of authority files and lists, whether automated or manual, and base future work on an analysis of actual current needs. At the suggestion of the Division of Bibliographic Control, the UBCIM office has already begun a preliminary survey of existing files, which is to be further discussed at this Conference.

IV — Dissemination of information

The vehicle for information on UBCIM matters continues to be the Programme's quarterly journal, originally called International Cataloguing and now re-titled International Cataloguing and Bibliographic Control (ICBC). The editing and production of ICBC require a very heavy commitment of time and resources. This journal has always been moderately successful; but to ensure that it remains successful, during 1987 it was decided to make changes reflecting the journal's major role in UBCIM Programme activities. The visual changes are immediately obvious; other qualitative improvements should gradually become evident.

In addition to those four areas of traditional concern, UBCIM staff have been engaged in the following activities: the provision of secretariat support (principally to IMNC and the Advisory Committee), other publications, UNIMARC promotion, attendance at professional meetings, and marketing the Programme's publications. Some of these points require a brief explanation:

— Publications

The UBCIM office has now published the Proceedings of the National Bibliographies Seminar, which was held during the 1987 IFLA Conference to reflect on progress since the Paris Congress on National Bibliographies in 1977. The Proceedings contain revised texts of articles by Marcelle Beaudiquez, Barbara Bell, Genevieve Boisard, Stephney Ferguson, Barbara Jover, Barbara Kelm, Peter Lewis and Theophilus Mlaki. A further project in progress is a revision of UBC Occasional Paper 9: Standard Practices in the Preparation of Bibliographic Records, which is being written by Dorothy Anderson. The text is now nearly ready for publication, and will become UBCIM Occasional Paper 13.

— UNIMARC promotion

The UBCIM office has organised the first of a series of workshops on the specific applications of the UNIMARC format — this is being held during this conference in Sydney. The workshops are designed particularly to meet the needs of developing countries.

— Professional meetings

The Programme Officer has attended various meetings, within the United Kingdom and abroad, to discuss and publicise the work of the Programme. Together with Peter Lewis, Director of the Programme, he attended a British Council-sponsored meeting in Barcelona, Spain, in December 1987. In February this year, the Programme Officer also spoke at a seminar in Bauchi, Nigeria, to discuss the setting up of a Nigerian national bibliographic centre for science and technology.

— Marketing

Programme staff have been concerned to develop a strategy for marketing UBCIM publications. There was an enormous build-up of advance orders for various ISBDs over the last two or three years, both because the ISBD Review took longer than expected, and because the UBC Programme itself underwent great changes. This backlog was cleared early in 1988, and now sales of ISBDs are steady. The ISBDs and UNIMARC have largely been self-publicising, thanks to the lengthy consultation process that led up to their publication. The reputation and subscriber-base of the journal are also strong (although it is hoped to improve them). However, one cannot assume that the same will be true of all future publications: they will need to be advertised widely, if the UBCIM publishing programme is to continue to be largely self-supporting, and if the prices of UBCIM publications are to remain acceptable to all sectors of the market. Accordingly, some time and resources are now being spent on developing a more sophisticated approach to marketing.

Conclusions

Finally, what of the future? It should be evident from the above report that the work of the Programme is still seen as important, but that the emphasis of this work is changing. If the Programme is to continue receiving support, then it must respond to changing needs. It seems likely that further work on the ISBDs will consist of refinement rather than restructuring, unless unforeseen technological developments occur. The Programme should continue to promote the adoption of the UNIMARC bibliographic and authority formats by national and other libraries, maintain them for their present users, and place greater emphasis on adapting the format for use by smaller specialised services, particularly in developing countries.

Developments in automated library systems, in computing technology, in telecommunications, and in media for the distribution of bibliographic records offer the opportunity to consider new applications of universal bibliographic control. There is potential for the Programme to concern itself with standards for retrospective conversion, with standards for inclusion of local data and preservation data in distributed records, with the design of public access catalogues, and with the relevant aspects of open systems interconnection. If the Programme does not react positively to these opportunities, it will become irrelevant.

However, this reaction must be planned. The Programme has few staff and only a moderate budget. Staff must forge links with experts and organisations working in these relatively new fields. Ways must also be found to coordinate UBCIM work more closely with the other core programmes to further their collective aims.

62-INTAMEL-1-E

PUBLIC LIBRARY COOPERATION IN THE NEW YORK METROPOLITAN AREA

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SUMMARY

This paper describes the three New York City Library systems and the Metropolitan Library environment. Current library cooperation is examined among the public libraries; with METRO, the Metropolitan Area Reference and Research Library Systems; the City schools; etc. It concludes with a discussion of the advantages and disadvantages of cooperation.

New York City has three independent public library systems: The Brooklyn Public Library, The Queens Borough Public Library and The New York Public Library. All three owe most of their initial branches to building gifts from Andrew Carnegie at the turn of the century. Although our services are available to any resident of the City, and we are funded primarily by the City, we are private, non-profit educational institutions chartered by the Board of Regents of New York State. Having independent Library Boards means that our policies differ slightly, but many of our citizens use two or three of the systems regularly depending on which particular branch library happens to be closest to their school, job, or home or which Central Library is easiest to reach by public transportation.

Obviously, public library cooperation has to begin right here. The mechanism of delivering library services to New York City residents should be as transparent as possible. There are many day to day referrals and communications between and among our staff and readers which are similar to those in any large library system. When we act collectively it is under the Tri-Li name — standing for the three library systems. Together we have applied for grants, done special projects, carried out joint publications programs, and in recent years we have planned and presented a coordinated budget request to the City of New York. Our specialists in children's, reference, young adult, and adult services share ideas and sometimes participate in each other's internal training programs. Our personnel and budget staff often consult with each other.

A current concern of our three systems is the lack of high quality librarians to fill our many vacancies. Because of the fiscal cut backs and layoffs in public libraries in the mid-70's, library schools faced both declining enrollments and several of them closed. Many students now avoid specializing in public library work and children's and young adult librarians are in very short supply. Representatives of Tri-Li have been meeting with library school faculty to address these problems. A project on which we are joining forces with the 5 library schools in the area is intended to develop means of reaching undergraduates in the many colleges and universities here to interest them in public librarianship careers, especially work with children and young people. We hope to educate the college counselors and placement staff and to provide a pamphlet which can be given to undergraduates.

Four years ago Mayor Koch used special funds to launch the largest literacy campaign for adults of any American city. $35 million was budgeted for a four-year, four-part program to deliver services through the City schools, the City public colleges, local community organizations, and the three library systems. While each of us applied for and planned our literacy programs independently, we met jointly with the city official in charge of the program to negotiate common concerns and we coordinated our public relations programs. We also issued a statement explaining our programs and the need for volunteer tutors.

THE NEW YORK PUBLIC LIBRARY

The New York Public Library itself is very different from most large city libraries. We have both a very large branch library system serving three boroughs or counties of the city as well as a very large research library system consisting of four research library centers. The Branch Libraries employs over 1,336 full time staff and The Research Libraries employs over 859 full time staff. This large scale and diversity make possible a variety of cooperative programs within the institution between the two major components. Advanced training for the highest promotional ranks of professional librarians has traditionally been a joint focus of both operating units. For the public we have a chain of access which takes the user through a hierarchy of referral points from the local branch library, to the regional branch, to the borough center, to the central library services of The Branch Libraries, and finally to the specialized units of The Research Libraries. Orientation of all new staff takes the Branch staff to the Central Research Library building on 42nd Street and the Introductory Training of the Research Librarians brings them to the Central Library of the Branch System. Staff exchanges between subject departments are also possible.

METRO

The New York Metropolitan area is extraordinarily rich in library services and a variety of libraries: four large public library systems, 64 college and university libraries, 92 hospital libraries, more than 1,000 special libraries, etc. It is obviously not possible to relate to this diversity of library organizations on a one to one basis. To meet the need for professional consultation, coordination, discussion, and possible common acting, a Reference and Research Library System called METRO was established in 1964 as one of 22 formed across New York State. Annual funding from the State in gradually increasing amounts in addition to modest annual dues from members, together with grant funding has enabled METRO to grow into a significant intertype library cooperative organization. The public libraries in the area were leaders in the fight to get legislation and state funding for it at the very beginning. In fact, for a number of years, the METRO was headed by the Deputy Director of The New York Public Library on a part-time basis and was given free space in the Central Research Library building. Key Tri-Li staff have been and continue to be trustees of the organization. Committees have always drawn heavily on the public library staffs for both membership and leadership. During METRO's last fiscal and organizational crisis, it was temporarily lodged in a New York Public Library branch library and staff was loaned to it by the branches. One of the strongest METRO programs from the beginning, even when funding was very low, has been the training seminars planned by committees, often housed in a member library's space, and focusing on topics or common concerns of high interest. Everything from time management to on-line catalogs has been a topic for presentation and discussion. Discussion groups on subjects of mutual concern regularly bring reference, acquisitions or other specialist staff together.

A Cooperative Acquisitions Program has also been a METRO program almost from the beginning. Subscribing libraries give an amount of money each year relative to the size of their book budgets, special grants are added if available, and the committee in charge buys expensive reference tools or sets which are essential to the region, but which are not necessary in many locations. These holdings are publicized and the materials are available for use by all METRO residents, even when located in a private institution. In addition, the METRO referral card gives researchers access to collections which are normally closed to the general public, and provides access to specific titles not available in the member library making the referral.

In recent years a third type of library system has been formed in the region (and similarly throughout the state): the School Library Systems. This has brought state money which enables the schools to do many of the things which public library systems do for their members or units and which gives them an organizational structure to interface with the other types of library systems. Representatives of the New York City and Westchester School Libraries are trustees of METRO and they are full participants with the public and specialized libraries.

MILCS

Independent of METRO but complementary to it is a special purpose network of libraries sharing a common cataloging system and/or a union catalog data base. This network is called MILCS. It began as the in-house cataloging system for The New York Public Library in the 1960's and was expanded to include three county public library systems outside the city, a county community college, and the three city public libraries. At this point a number of the members of the network use it only as an on-line union catalog for referrals, but the Brooklyn and New York Public Library Branch Libraries use it as a common cataloging system and publish a joint book catalog. The City School Library System is also a participant in the network as they begin to upgrade the cataloging and union catalog resources of the schools. Each year, they have been adding more schools as funds become available. This enables interlibrary loan to and from the schools for the first time to be easily arranged.

LIBRARY CARD CAMPAIGN

A different type of common effort recently occurred at our Jefferson Market Regional Branch Library. The New York Public Library joined forces with the United Federation of Teachers, the new Chancellor of the City Schools, The President of the Board of Education, and the Principal and children of the local public school to kick off a new campaign to register all school children for library cards during the next year. Coincidently, we kicked off a public relations campaign for our new automated circulation system and the systemwide introduction of a plastic borrower's card. The teachers union paid for and distributed to every teacher in our three boroughs a guide to the resources of the branch libraries for their students and for their academic needs. A star performer, "Louis", from the children's television show, "Sesame Street", was guest of honor and five children read short essays on what a library card means to them. The television and print media were generous in their coverage of the event and the Mayor announced a higher priority for library funding during the event.

CONCLUSION

This brief survey of current cooperative activities of the public libraries in New York City and other libraries, highlights the traditional commitment of American librarians to sharing resources and group problem solving. It has focused on the library I know best, The New York Public Library, but the purpose is illustrative only. There is no way for the users of any one type of library in our area to gain access to the resources of another without cooperative agreements and relationships. Much in-service training in specialized areas of librarianship can be done much more effectively with group input and support. Trusteeship, committee membership, provision of space, contracting with another library for services, all mean that we are utilizing human and other financial resources to accomplish what, at times, seem like overly idealistic goals. Effort, required at times, seems disproportionate to the results. However, we press on because of our belief that the best staff development and the most productive service to our public require it. In the process, our libraries have shown others how to organize such programs. The New York State public library system law and the funding which followed were inspired by the example of the richness of services and opportunities then existing in the large city branch library systems. The success of that legislation eventually led to the reference and research library system law, and finally to the law that enabled school library systems to come into being. Significant state funding has followed in each case.

In sum, cooperation has paid off in increased state funding and in increased services and access to library users. Cooperation has its costs, but so far, I believe that the returns have far exceeded the costs.

28-DISADV-1-E

HOW TO DEVELOP AND MAINTAIN LIBRARY SERVICES IN HOSPITALS ON A PROFESSIONAL BASIS: THE SWEDISH EXPERIENCE

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ABSTRACT

The paper examines the current status of hospital libraries and traces their development in Sweden as part of the public library system. It then deals with their subsequent funding by the regional health authorities which resulted in the coordination of the often fragmented, dispersed medical library resources and their combination with the general library under a common administration. That this proved possible was due to the general library's high professional capability.

The special demands placed on hospital library staff, materials and organization are also briefly addressed. In conclusion the paper appraises the Swedish experience of combined libraries and the possible effects of projected trends in health care policies.

Is there a need for a library service in the health care system? And, if so, what kind?

In most countries, health care is an important part of the public sector. In the industrialized nations, it can represent as much as 10% of the GNP, the Gross National Product.

The present trends in public health care are towards preventive medicine and moving care out of the institutions into out-patient clinics and the home. However, many people still have to enter hospital for treatment. Here they come in contact with a large number of professionals whose task it is to treat, nurse and rehabilitate them.

The hospital is a society in miniature, screened from the day-to-day life outside. Apart from visitors, the patient has little contact with the 'real' world. It is easy to feel isolated, shut off from normal life. You feel at the mercy of the doctors and the other staff; in a constant state of apprehensive expectation. To discomfort and often pain are added anxiety, fear, frustration and a whole host of peripheral worries. Your bed, your very body can become the whole universe.

Clearly then it must be in the interest of the hospital to use every available means to lessen the patient's feeling of isolation, helplessness, apathy and depression. The aim must be to make it possible for patients to live as normally as practicable during their stay in hospital and to encourage activities that can stimulate interests of various kinds.

The hospital library has little to offer the patient in acute discomfort or pain. But in the recovery stage and rehabilitation process — in helping the patient adjust and return to as normal a life as possible outside the hospital — the library can play a very important part. For this, of course, the library must be adapted to the special needs of the patients.

Work in health care institutions is responsible, demanding and of long duration. It is mentally as well as physically tiring. Hospital personnel need all the encouragement, intellectual stimulation and relaxation they can get. They also need to keep in touch with developments within their own and allied fields. Here the library can make an invaluable contribution.

Over the past few decades, health care has become more and more complex. Advances in medicine and allied technologies have made fast access to up-to-date information absolutely essential. In the hospital, the library is best qualified to compile, store and supply knowledge, not only to doctors but to nursing staff, administrators and the professions supplementary to medicine.

This paper will deal largely with a more general type of library service to patients and hospital personnel. It will only touch on the medical or health science library service where this forms part of the complete, overall service that a combined or integrated library can offer all members of the hospital community.

International overview

General libraries for patients and staff of health care institutions are found chiefly in the industrially developed countries that can afford to maintain both good health care standards and a public library network. A report on the work of library services in health care organizations in Australia, Belgium, Denmark, West Germany, Finland, New Zealand, Poland and Sweden was published in 1977 by the then Libraries in Hospitals Sub-Section of IFLA. The report did not cover the situation in the USA and France. And of course there are a number of countries where a library service is maintained at individual hospitals, often by dedicated people.

The sixties and the seventies saw considerable development in the hospital library field, presumably in conjunction with the expansion of the health care system as a whole. Many new hospitals were built complete with more or less purpose-designed libraries. Guidelines for the service were drawn up by various national bodies. The professional input was increased. And even if book trolley rounds were still made by volunteers in many countries, it became more and more usual to rely on qualified librarians to organize and manage the activities.

Nowadays health care is in transition. The institutional approach is being discarded in favour of a more open system. Hospitals are not being built at the same rate as before. The abundance of cheap books flooding the market makes what the book trolley has to offer less attractive.

But these developments do not necessarily mean that there is less need for library service either in hospitals or out in the community at large. At times like these, it is crucial to take a fresh look at what the library can do for the society or organization it serves. Perhaps the library should adopt a new role or expand its present one to satisfy new requirements. If the needs change, so can the services the library provides.

Clearly there is still a definite and varied need for library services in the health care system. Satisfying that need today places greater demands on the library than ever before. Flexibility is the key. And this applies as much to the organizational setup as the media and services supplied.

In Sweden, libraries in hospitals of any size are usually of the combined or integrated type, with both general and medical sections. In the hardening economic climate for the public sector during the eighties, this model has demonstrated its viability.

Obviously there are places where combined libraries are not acceptable or feasible. Nevertheless it must be of interest for an international audience to hear about their development, their scope and their present situation.

Charity or right

The type of library service provided cannot but mirror the social attitudes applying in the particular country. The Swedish public libraries have their roots in the popular educational movements that started around the beginning of the century. They were formed to give the worse off in society the chance to obtain knowledge and education at no cost. With this background in mind, it is then no long step to the premise that every citizen has a right to library service, even when housebound or in an institution and thus not able to visit the public library.

Stimulatory grant

In the thirties a central government grant was made to local public libraries which arranged with the area health authority to be responsible for book lending in hospitals. This arrangement was to have far reaching effects on the development of hospital library services in Sweden, as regards both staffing and organization. Most hospital libraries still operate within the local public library system, albeit as separate, economically independent units.

Health authorities take over

The heyday of the hospital library was undoubtedly in the sixties and seventies. It started, strangely enough, when the special stimulatory grant was withdrawn. At this time, local government was in the process of expanding its own library services. There was no money to continue operating institutional libraries unless outside financial help was forthcoming. It was thought that as hospitals had a wider catchment area than the individual town, it was then logical that the regional health authority, which covered several districts, should finance the library services.

The national federations for local and regional government bodies then arrived at a standard contract which prescribed that the public library should be compensated in full for its services to hospitals. As a rule the new financing arrangement led to increased economic resources which resulted in an extension of the library service to include smaller health care units such as homes for the chronically ill.

Expressed in the terminology of the eighties, the health care system simply leased its patient library service from the local government. And if you are footing the bill, you expect to have some say in the design of the product. So when the health care organizations met the information age and found they needed increased science library and communications services, they simply turned to the public library and asked them to run the medical library as well. As the hospital library was 'manned' by qualified personnel this presented no problem, provided additional finance was forthcoming.

Thus the combined hospital library was born. With its combined resources, its use of advanced information and communication technology and an ambition to meet in full the varied needs for library services within the health care system, it arguably represents the most exciting and dynamic development in the Swedish library world today.

The next step?

The regional health authorities also run combined libraries direct, with no public library involvement — mostly in the psychiatric care field. Perhaps the next step forward is indicated by developments in districts like Falun and Karlstad. Here the regional health authority has completely taken over the central library of combined type. This has given a shot in the arm to library activities throughout the regions concerned. It has also resulted in standardized arrangements with public libraries in other districts in the region and the spread of medical library service to health care units in the outlying areas.

The building blocks

There is no law in Sweden that regulates the library service in the health care field. In fact, there is no library law as such at all. In the absence of a law you have to base your case on a statement of needs. In this Swedish hospital librarians have had considerable assistance from two official reports. One surveys the objectives and resource requirements for general library services, and was compiled by the National Council for Cultural Affairs together with the central organizations for the other interested bodies. The other report from the regional government federation covers medical libraries and those at nursing schools. The individual regional authorities have also carried out their own surveys which have been instrumental in convincing politicians of the need for better library services.

Objectives

As with any other enterprise, it is important for the hospital library to be absolutely clear about the aims of the particular service provided. The general hospital library can be said to operate on the basis of two objectives:

— to meet the right of each individual in the hospital — patients and staff alike — to have access to the community's complete library resources. It also introduces library services to non-users

— to assist patients in their rehabilitation or adjustment to their condition by utilizing the therapeutic effect of library materials and services.

Generally these two aims are complementary. However, the health authorities are of course more willing to fund activities whose aims coincide with their own. The underlying philosophy: If reading, listening to music, looking at art, etc, is considered beneficial to the health and wellbeing of people, the health care system should clearly offer these facilities. In 1976, a congress of the regional authorities confirmed the concept that hospital libraries are an integral part of the health care system's total range of services.

It is essential that hospital libraries adapt their operations to meet — as far as is possible — the needs of the health care system. This requires that they make themselves familiar with the internal workings of the system. They must also make sure they are fully informed about all planned developments such as new care units, new forms of activities, changes in staff, etc. Vitally important are good relations with the hospital management and a network of contacts with key personnel.

In a number of Swedish hospitals, the librarian has initiated a library advisory committee. This includes members from the medical staff and hospital administration, and acts as a forum for matters that concern the library's operations and role in the framework of the common objectives.

The tools of the trade

The hospital library needs to offer the widest possible range of materials. The book is still the most traditional and widely used of them. Book selection is based on a bank of knowledge which the librarian builds up by talking to patients and keeping up with newly published material. Patients often ask for something 'light and cheerful'. By that they do not necessarily mean an amusing book. It is just as likely to be a book on a subject that really interests them. It is up to the librarian to develop a deft technique for discovering the patient's interests. It is also the librarian's responsibility to discover good books which are just as easy to read as some of the pulp literature. The collection should also include volumes of pictures, which have wide application.

Many disabilities affect the patient's possibilities of using conventional library materials. Technical aids such as book holders and page turners might be needed. Other reading handicaps can be overcome with special large print editions and purpose-designed easily read books. 'Reading through the ear' or the talking book is another useful solution. Though principally designed for the blind and visually impaired, there are many other patient categories, including the prone, bedfast or those in frames, who welcome this service.

Music is perhaps the art form which more than any other influences and appeals to our emotions. Most people like to listen to some kind of music and will appreciate it if the library gives them the opportunity of doing so. Music can help reach people who have completely withdrawn into themselves. It can be the spark that awakens memories. It can stimulate and divert; soothe the troubled mind.

It is therefore not surprising that music is being used more and more in therapeutics. Applications include relaxation of patients during local anaesthesia. A well balanced collection of cassettes and records is a valuable resource both for patients and for professional use by the hospital staff.

Promoting interest

In spite of the wide range of materials offered by the hospital library, there are always patients who cannot work up the interest or energy to read. In such cases, especially in long-stay wards, reading aloud and study groups have proved successful.

It is important that hospital librarians take every opportunity to breathe life into the media offered by means of conversations and talks on books, arranging readings and the use of recorded material. Internal radio and TV programmes have also been utilized by hospital libraries in Sweden.

Organization and operation

Generally speaking the hospital library service is made available in the following ways:

- in the library itself
- trolley rounds
- deposit and ward collections

The library

In the hospitals built in Sweden since 1960 the library has been designed with pleasant and comfortable reading areas, sound equipment, etc. The library functions as an oasis, far removed from the hospital atmosphere.

One major drawback has been the siting. Although it would appear obvious that to make the library easy to find and maximize utilization it should be sited conveniently on the main line of traffic, this is far from the case. Of course, there are many factors to consider, but in the very latest hospital buildings in Sweden the library is sensibly located on the ground floor near the main entrance.

Trolley rounds

The book trolley has come to symbolize the library service in hospital. The library on wheels which rolls right up to the bedside is still at the heart of the services to the patient.

The librarian on a trolley round needs to have a good knowledge of books and of the stock of materials available from the hospital library itself as well as the outside resources. But that is not enough. The job demands insight and an understanding of patient psychology, and the reading problems relating to disease, treatment and disability.

One very important area of knowledge is the hospital timetable and ward routines. It is absolutely essential to promote an atmosphere of mutual respect and cooperation with the ward staff and other personnel involved in the patient rehabilitation process — a feeling of working towards the same goals. Needless to say library staff are also bound by the rules of confidentiality.

Book deposits

Visits to wards with a book trolley take place once or twice a week in most cases. In addition a selection of suitable books is usually deposited in the dayroom.

Very small health care units with few patients often make do with book deposits, complemented with special delivery to the avid reader.

Personnel

Clearly the effectiveness of the library service as part of the overall health programme depends almost exclusively on the quality of the library staff. This becomes more and more evident with the increasing emphasis given to the therapeutic and rehabilitating aspects of the service. Besides having a wide and up-to-date knowledge of library materials and equipment, the librarian should keep abreast of changing factors and trends in health care and patient needs which may affect the library.

The librarian in the hospital, as elsewhere, requires a broad basic academic education and should be a graduate of a library school. In addition, it is important to keep up with developments by means of continuing education and in-service training. So it is necessary that hospital librarians and their professional organizations should persuade library schools to tailor courses to suit their particular needs, if the development and status of library services in the health care system are to be maintained.

Are all these qualifications necessary for pushing a book trolley round the wards? In many countries, non-professional voluntary workers are used extensively for the ward services.

All experience in Sweden appears to indicate that the dynamic development of the hospital libraries is largely due to the high professional input. With qualified, paid staff it is certainly much easier to plan and execute an effective service. Administration is simplified, less time is lost in scheduling and continuity is maintained. From the paid employee one has the right to expect a sense of responsibility and ethics. This factor is especially important in such a vulnerable and sensitive environment where there is a general responsibility for maintaining objectivity and confidentiality.

With qualified staff, a certain standard of knowledge is guaranteed. And both in the library and out on the wards library staff encounter a wide range of requests and queries — even medical ones. The patient deserves a correct and considered answer. It is important — especially in the longer perspective — that patients acquire confidence in the library's ability to supply the requested material or information. In addition, there is no real reason why the library service in hospitals should be of lower professional standard than outside — theoretically speaking. In practice however, practical considerations and tradition often affect the situation. In the Swedish society, there is a built in resistance to accepting 'charity'. Service should be supplied on a professional basis, so that you can rely on it to be there when you need it. This is basically why charitable organizations and volunteers are not involved in running services in the public sector.

Professional staff will recognize the importance of working together with colleagues on the health care team towards common goals. The development in Sweden towards integrating medical and general libraries would most likely not have taken place had the latter not been staffed by professional people who could recognize the need for a coordinated medical service and take care of its organization.

Long-term strengths

During the present decade, the public sector in most countries has suffered severe cuts. In this restrictive economic climate the combined hospital library in Sweden has done surprisingly well. The reason must be that it is a cost-effective way of satisfying the library needs of all the different categories in the health care system.

Its advantages include:

- a single library organization to contact — no problems of demarcation and duplication
- considerable centralized purchasing economies, better utilization of personnel, materials, library quarters and equipment
- the coordinated centralized library service is given a more authorative voice in the institution.

Is there no risk that the health science section will gradually erode the general library service? The simplest way to counter this development is to draw up a statement of objectives and procedures for the respective services.

In Sweden the general library still occupies a strong position in the overall hospital library organization. On the other hand, patients' needs are changing, largely due to the restructuring of the health care system. New methods of treatment have reduced the length of stay, leading in turn to fewer beds. Primary care has been extended to offer treatment, rehabilitation and after-care while the patient lives at home.

The patients that do enter hospital are in a relatively worse condition than previously. For many of them reading is too demanding, both mentally and physically. Other developments are the ready availability of cheap paperbacks and the spread of book clubs. It is far more usual for patients to have their own books or for visitors to bring them something to read. Commercial trolley shops also carry light literature nowadays.

The hospital libraries in Sweden are adapting to the changing situation. The general book service is in the process of developing into a resource for promoting cultural activities in the health care environment. A prerequisite is that the collection comprises a wide range of different materials and that the librarian has the necessary knowledge to act as a consultant to the health care team.

When the librarian is on the wards patients often take up concerns of a medical nature. Thus the library is ideally placed — with the help of medical expertise — to function as a centre for patient information.

Finally, let us consider the combined unit's unique position as a workplace library. Hospital staff can not only satisfy their need of professional information but also borrow literature for relaxation and the pursuit of outside interests. The medical library's equipment for computer-aided literature searches can also be used for searching general literature at the request of patients or personnel — a service that would hardly be available otherwise.

Conclusions

The organization and content of a community's library service is a reflection of its structure and values. The Swedish model presented here is not directly applicable in other types of society. However, it is hoped it may influence in some small measure the development of library services in hospitals within the framework of local conditions.

The opposite approach is also feasible. It is quite likely that medical libraries would enjoy a much more dynamic profile in the health care system were they to cater for all categories of hospital staff and open their doors to the patients. After all, no matter what kind of hospital library service we provide, it is ultimately for the patients — as is everything in the health care system.

Access to information about diseases, treatments, etc. is fast becoming a right. The library collects, stores and spreads information. It is ideally situated to serve its clients. Openness, flexibility and cooperation are the key concepts for the future.

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70-BLIND-1-E PUB-1

LET US ALL ENJOY A BOOK

Ian Tucker, *Ulverscroft Large Print Books and Ulverscroft Soundings Sydney Australia*

Books recorded on compact audio cassette have been available for almost 2 decades. Non-commercial organisations, such as blind societies have and will continue to fill a great need. However, there are a great number of readers outside the area of support given by these groups. The needs of these readers are catered for largely by public libraries. It has therefore been essential that commercial companies fill the demand by publishing books on audio cassette which may be freely available to any library borrower. In this paper, the steps taken by Ulverscroft Soundings are taken as an example of the activities employed in the production of books on audio cassette.

The invention of the compact audio cassette by Philips during 1964, opened many avenues of communication which were previously unavailable to the world.

Seeing the potential of the audio cassette, Philips were firmly committed to a standardised format worldwide. To demonstrate this, world rights were made available free of charge to all manufacturers of both hardware and software.

The benefits realised by this project include:

a) Easy access to our favourite music.
b) Communication with family and friends.
c) Telephone answering services.
d) Greater access to literature for the aged and visually impaired.

Prior to this invention, the only cassette type of recording tape was an eight track system mainly used in motor vehicles in the United States of America.

Some years after the commercial introduction of the audio cassette, moves were made to record books on cassette for those who were unable to read the printed word. Many non-commercial groups, such as blind societies and similar organisations around the world, have published books in this format thereby opening new avenues of adventure into educational and leisure fields formerly denied the aged and visually impaired. The dedication exhibited by these organisations can never be too highly commended in that they embarked on this concept long before any interest was displayed by commercial companies.

Although totally dedicated and committed to the publishing of books on cassette, there were however, inadequacies in the standard and quality of publication. Much of this was due to the non-professional approach adopted by some of the non-commercial groups. I should hasten to add that, in some instances, this was unavoidable owing to the lack of adequate recording facilities at their disposal.

In this paper I wish to address the functions which are complementary to, yet differing from, those of the non-commercial organisations.

One of the deficiencies encountered by readers of books on audio cassette producted by commercial groups, was the abridgement of many of the titles published. Readers of these books rightfully expect that a title should be available in its entirety, not in an abridged form. Regrettably, the publishing of books on audio cassette by these groups is, in some instances, seen from an entirely economic viewpoint, rather than that of meeting an extremely important human need. It is imperative that there be no implication of any diminished intellectual capacity on the part of the visually impaired reader.

The publishers who have produced unabridged books on compact audio cassette, primarily out of a sense of vocation rather than profit motivation, have answered a number of needs for many readers, such as:

a) The visually impaired who do not qualify for reading support by blind societies.
b) The frail aged who may still be able to read yet are physically handicapped.
c) The dyslexic and those with other learning difficulties.
d) Migrant education.
e) Those with limited leisure time for reading.
f) Library staff who wish to familiarise themselves with a particular book whilst otherwise occupied.

I would now like to turn your attention towards Ulverscroft Soundings as the example of a successful venture in the field of publishing books on audio cassette. Since its inception, Ulverscroft Large Print Books has continually maintained the highest possible standards of quality and service whilst endeavouring to meet the needs of readers; likewise, the same standards are being applied in every level of Ulverscroft Soundings.

TITLE SELECTION:

Particular care is taken in the selection of titles to present as wide a range as possible for the reader. Full royalties are paid for each selected title thereby removing any restriction on the lending of these books by libraries. Audio rights are often bought by commercial recording companies who produce drastically abridged versions for marketing through retail outlets. Unfortunately, these books do not satisfy the requirements of the discerning reader.

QUALITY OF SOUND:
The use of low standard tapes and fast duplication methods, by some publishers, contributes to poor sound quality, often producing a high level of background noise. The findings of a research project undertaken by an English university, indicated the need to recognise two major features in the selection of tapes:

a) Tensile strength.
b) The correct spread of oxide across the face of the tape.

This research revealed the best tape available to be used as the master in a recording session, as well as that used in cassettes.

REAL TIME DUPLICATING:
Ulverscroft Soundings use this method in the reproduction of all cassettes from the master tape, thus enabling the sound/recording levels for each cassette to be individually monitored. This method is time consuming, taking 45 minutes to duplicate each side of a cassette. We believe that the alternative method of fast duplicating does not ensure the highest quality of sound reproduction, which people rightfully expect.

STANDARDS OF RECORDING:
It is essential that professional sound studios be used to produce the master tape for each book in order to guarantee the quality of each recording. Ulverscroft Soundings also employ an experienced radio and television script writer to produce each book on audio cassette.

Much preparation is carried out by the producer before the commencement of a recording session. Prior to the selection of a reader, each book is carefully read to ensure the most suitable person is selected for the task. In the interest of accurately portraying the story characters, Ulverscroft Soundings use a professional "voice over", rather than an actor whose well known voice can divert the attention of the listener away from the sense of the character being portrayed.

PACKAGING:
The only difference between books on audio cassette and the ordinary printed book is the medium used; i.e. spoken word on audio tape in place of the printed word on paper. For this reason, the presentation was deliberately chosen to resemble the printed book as closely as possible. There have been a number of developmental changes made to the plastic cases to simplify the identification and removal of each cassette by the reader. It must be borne in mind that many readers suffer from either visual impairment and/or some loss of dexterity. Ulverscroft Soundings employ the same colour coding as Ulverscroft Large Print Books in the identification of the various series, e.g. blue indicates a romance title; black, mystery; red, adventure suspense and general fiction; green, non-fiction; orange, westerns.

REPLACEMENT CASSETTES:
From the viewpoint of the librarian, the availability of replacement cassettes is of prime importance. No matter how well produced or how strong the tape, cassettes will, on occasions, become damaged. With most books consisting of multiple cassettes, damage to one will render the whole book useless. As Ulverscroft Soundings produce their own titles it is guaranteed that replacement tapes will always be available, irrespective of how long the original has been in use.

THE FUTURE:
I believe that books will continue to be available in some form of audio cassette, thereby widening the horizons of those who, through varying circumstances, would otherwise be denied access to the world of literature.

It is therefore imperative that both commercial and non-commercial publishers of books on audio cassette, be ever aware of the responsibility imposed upon them to produce books of the highest possible standard. This, I believe, must be the charter for all publishers who embark on this venture.

44-CHILD-1-E

PARENTS SHARING AND ENCOURAGING CHILDREN'S READING IN AUSTRALIA

Hazel Hume, *A Marinerd Scholar, book reviewer, lecturer New South Wales, Australia*

ABSTRACT

The current evidence of incentive schemes available in Australia to entice parents to be involved in their children's reading and use of libraries is presented. Such evidence consists of: children's own choice of best books, public library based initiatives, television and radio book programs, new media for children's literature, braille books, services to isolated readers and reading encouragement schemes.

1 Introduction

I read the suggested topic for this session with initial dismay — "Services designed to encourage parents and children to read together". While this is the ultimate motive of most librarians and teachers, I felt it would be quite difficult to locate any such formal designated program in Australian children's library services.

After months of advertising and enquiring nationwide, my worst fears were realised, with only two examples emerging to fit the topic. Children's librarians everywhere said "Of course we encourage it all the time on an individual borrower basis and in groups of parents". **But no program!** In the light of this research, and with no documentation, I prevailed upon Dr. Fasick to allow me to record instances that do exist of adults encouraging children to read, which at least is involving them both in the process and the reading matter, in varying degrees.

2 Children's Own Choice of Best Books

A most interesting development in the past decade has been the organisation by concerned adults of methods of recording the Australian children's own choice of best and/or popular books. This was in opposition to the traditional methods of state representatives of the Children's Book Council judging titles submitted by publishers for the Australian Book of the Year Awards, in its various sections. The Western Australia Young Readers Award chosen from selected international children's authors is now in its 8th year, producing an excellent book list. The Northern Territory Children's Book Award folded in 1986 after 3 years due to a scarcity of volunteers to run it — however there are hopes to revive it again. New South Wales children voted Australian Mem Fox's *Possum Magic* the primary winner and Robyn Klein's *Hating Alison Ashley* the secondary winner in the more recently established KOALA (Kids own Australian Literature Award). In Victoria, 21000 children voted for their YABBA (Young Australians' Best Book Awards) last year, when ¼ of all their votes went to Graeme Base's picture book *Animalia*. It is obvious that these children's own book awards are encouraging children to read more, and just as obvious is the need of adults to support the movement.

3 Public Library Based Initiatives

3.1 New Babies

To encourage reading at an early age, some public libraries have produced literature in pamphlet or package form for the very youngest of readers — the newborn baby. Believing that parents are most idealistic and approachable at that important period, the Northern Territory Library Promotion Council distributes to Darwin's maternity wards a brief printout of a talk by Dorothy Butler, *Books and Small Children*. At Port Macquarie(NSW), the Hastings Municipal Library produces *baby bags* containing information about the library, the local area, health and welfare matters, which are then delivered to local hospitals. The aim of these and other such projects is to alert parents to the importance in the new child's life of books, reading and libraries.

3.2 Meetings

A very common activity of the Children's Librarian is to address and/or arrange meetings with specific sections of the public. These may be formal or informal, one-off or sessional, and often involve other specialist speakers and media such as a relevant film, perhaps *Sharing Literature with Children* (State Library of Tasmania) or the Dorothy Butler videos (Armidale, NSW). Groups targeted include parents, grandparents, local tertiary students of teaching, librarianship, child care and kindred associations (eg. Childbirth, Playgroups, Nursing Mothers, and Early Childhood), and finally (and importantly), the professional peers — other children's librarians.

3.3 Exhibitions

Public libraries children's departments often mount exhibitions to highlight some particular day, season or facet of life and knowledge. They include displays of books, toys, children's art work, craft, or writings and can be either shown within the library or travel to other public locations. While every small branch library would display local Children's Book Week Competition entries, some *that are "different" are the State Library of South Australia*'s Children's Literature Research Collection — a display mounting early children's books, games and dolls in an Adelaide department store; The State Library of Queensland's 1988 touring exhibition of the short listed top 40 entries of a state-wide children's writing project on "Our Land", to commemorate the opening of the new State Library. The reasons for every children's exhibition are to convey information, to enlarge skills, and to encourage participation.

3.4 Library Magazines

Another interesting but time consuming initiative is the library magazine, aimed at both children and parents, and almost always book-based. Depending upon the age of child targeted the activity is for the child to do, with varying degrees of parental help, but always with source references. The magazine might well include a story, poem, song, sketch, game, recipe, easy craft idea, book review, and, of course, jokes. Examples are *Kid's Stuff* activities for parents to share with their children, Darwin City Council (NT) (monthly circulation 500), and Singleton Public Library (NSW) (monthly circulation 150), and Broken Hill Public Library Services' *Kanga*.

3.5 Booklists

The compilation and distribution of booklists is a time-honoured, well-used library technique, designed to highlight books on certain topics, occasions, categories or by particular authors. They can be brief or comprehensive, casually or professionally produced, and age, group, or interest specific for local or national distribution. Frequently they are tied in with some other library event, to enlarge the audience and add permanence to a talk, meeting, or display. Some are geared towards a double audience — with adult encouragement and reasons on one side, while overleaf are illustrated simple descriptions for children eg. Singleton Shire Library's *Reading for Enjoyment Lists*.

Nowadays, a really comprehensive list will include not only the library's holdings of relevant books, but also the periodicals, friezes, posters, leporellos, music cassettes and compact discs on the subject, as does Bankstown City (NSW) Library Service's *Best Books and Other Library Goodies for Your Grandkids*.

3.6 Storytimes

A storytime is probably every children's librarian's first promotional extension activity. This is because it is a natural, simple method of communication and enjoyment with roots in our universal past. The well-known values of storytelling: shared experience, enriched vocabulary, plot structure, increased knowledge of self and others, and familiarisation with literary heritage, have been documented by master storytellers from Sara Cone Bryant in 1924[1] to Caroline Feller Bauer's latest energetic compendium of thematic programs, games and crafts. Here in Australia, in 1988, almost every children's central or branch library has such an activity, some weekly, others geared to holidays of Easter, Christmas, and school recess, and high days such as Children's Book Week, Australian Library Week, Children's Week, and local festivals. Pre-school storytime is a fast growing field, especially encouraging parental involvement in both the tellings and accompanying book-based activities. The older type of almost dramatic presentation, with parents banished, has given way to a less structured but far more involved adult sharing experience, which may appear informal but requires much professional pre-planning. Examples here are Hastings Municipal Library (NSW) had volunteer elderly storytellers, Armidale (NSW) uses high school volunteers in Children's Book Week, many, including Fairfield (NSW) particularly encourage migrant involvement in multicultural programs.

On a grander scale, Queensland State Library, using state and federal cultural finance, organises professional tellers to cover long outback distances on well publicised and organised tours, complete with authors' and teachers' notes. Cooperation with local schools is most important. Northern Territory and Tasmania have also used travelling tellers (an idea pioneered by Patricia Scott), in an effort to overcome children's cultural isolation.

On the broader scene outside public libraries, small groups of storytelling enthusiasts[2] have emerged in most states over the past decade. The most recent and fast growing development are the new "professional" storytellers who commission their skills to institutions and organisations including the Department of Education, Expo 88, and the Festival of Sydney. As a result these people cover a far wider audience than the public library children's librarians could ever hope to reach.

3.7 Reading Clubs

Children's reading clubs are generally rare in the public library scene. Where they do exist, encouraging widespread reading and introducing other authors, they prove most rewarding. Certainly the clubs have more success when parents share the librarian's enthusiasm. Sometimes there are short term groups, as in a summer or holiday reading program. These programs now often contain a pre-reading section for the youngest children, which include books being read to them, eg. Lilydale Public Library (Vic). The Summer Reading Program run by the Coventry Memorial Library in Stirling (SA), is designed around the Western Australia Young Readers' Book Award booklists, and their readers are encouraged to read and vote, too. Parents receive an explanatory note.

Dandenong Valley Regional Library (Vic) has a reading club for 7 to 10 year olds, with a monthly theme, but an unplanned spin-off was the demand for an under 7 Reading Club, which naturally involved parents.

A group of reading clubs in public libraries in South Australia, (Noarlunga, Marion, Coventry at Stirling, Salisbury, Tea Tree Gully) also found that book discussion worked best on an age division basis, and were considerably aided by helpful mothers and committed teachers.[3] Another particularly interesting South Australian book club venture is the Adults Talking About Children's Books meeting[4] (monthly), at the Coventry Memorial Library, Stirling. At least these concerned adults are reading and, more importantly, discussing a wide range of recommended children's books, even if not at the same time or with the children themselves. Sharing of titles, time and discussions *between* the parents *and* children is surely the conformation of the ideal reading club.

3.8 Mass Media

It is difficult for book programs to succeed on television. Despite this, children's librarians are utilising local or regional television channels in regular programs usually directed at children. They sometimes tell stories, show picture books, or review children's books eg. Ballarat (Vic), Wollongong (NSW). It is obvious that these programs are also good public relations for the local library.

Fortnightly radio reviews of children's books are given on 2CY Canberra (ACT), while others carry occasional interviews for adults on library affairs and holdings. The newer community radio stations are more accessible and indeed welcome library participation eg. 2RRR Ryde (NSW). On 2AAA Wagga Wagga (NSW), a library team serialises and reads aloud quality children's books from both Australian and overseas authors,[5] which surely would be shared by adult as well as child listeners.

3.9 School Classes

Public libraries traditional links of cooperation with their local schools, and school and class visits are well established everywhere. Visit topics and format are usually pre-arranged and often include suitable extension activities. Teachers, aides and sometimes parents accompany the school groups, and therefore share in the book and information readings, talks, and exchanges.

4 Television and Radio Book Program

Television and Radio are also being used, if insufficiently, on a state and national level. In Brisbane (Qld) teenage television magazine reporters interview the senior librarian from Young Peoples Services[6] each month on *Footprint*, a Catholic Education program on channel 9, shown through the northern state and in Melbourne (Vic). She also makes occasional appearances on *Wombat*, Channel 10, an award winning program.

On Channel 7 Sydney (NSW) a local children's librarian[7] does a 5 minute program on early morning *Cartoon Connection*. Mark Macleod, NSW state president of the Children's Book Council and Macquarie University lecturer, is interviewed regularly by Ray Martin on the popular nation-wide *Midday* TV program on Channel 9, and talks on book issues, problems, and new publications. Filmed children's books, such as *The Three Robbers* are frequently slotted into the main children's education and afternoon television programs.

The national ABC children's radio flagstaff program *Offspring* also schedules occasional interviews with visiting and local authors, educators, booksellers, and librarians on children's books and the importance of reading.

5 New Media for Children's Literature

Children's literature continues to be converted into plays, films, and onto audio cassettes. Recent plays on the national commercial circuit have included *Adrian Mole*,[8] the very popular *Hating Alison Ashley*,[9] and the puppet play of the *Magic Pudding*.[10] Australian films have been made of *Playing Beattie Bow*,[11] *I Own the Racecourse*,[12] *Devil's Hill*.[13]

Audio tapes are being made of quality Australian children's books, *The Nimbin*,[14] *The Little Fear*,[15] and *Playing Beattie Bow*,[16] read by top professionals, such as Noni Hazelhurst and Ruth Cracknell, but adequate distribution is the problem. They are marketed for family listening and particularly useful on car travels where there certainly is a shared audience of adults and children.

6 Braille Books

A purer form of adult/child sharing of literature is practised in an Australian braille book library.[17] This library buys picture books,[18] both Australian and overseas, then applies for copyright permission to add the braille dimension. The standard print book is taken apart then a new page of either plastic or paper embossed with braille representing the original text (or if brief text, a line of braille at bottom of page), is inserted in the relevant position. The book is next rebound and then can be shared by a sighted and blind, parent and child reading together. This is especially useful in children's beginner books.

7 Services to Isolated Readers

It would be expected that library services to isolated readers would have to be shared to succeed. Home education of children can be either by choice or geography. The "significant minority" of parents who choose to teach their children at home "are extra conscious of the value of community resources *and* the value of reading together ... (and make) very solid use of public libraries".[19] Other geographically isolated children use their Department of Education's Correspondence School Services.

The New South Wales Correspondence School in Sydney has both a primary and secondary section. Their students are very isolated, still often without electricity or television. Because of the lack of distractions, reading is really their important indoor activity. Older pupils are contacted directly, while the home supervisor, whether mother, tutor, or governess, is actively involved with the younger children's education. There is a parent directed magazine *In Touch*, listing new books, items, and articles of book related importance, while *Goanna Tracks* is for the children, now issued twice yearly. One book (either fiction or non-fiction) is sent to the supervisor with each week's bundle of work, with a 5–6 week turnaround. Some books have an accompanying sample bag, for an active response as well as the more formal written response slip. As well, students can communicate with teacher via audio cassette. All the housekeeping materials, information packages, and videos emphasize that reading is not an adjunct but the core of the whole educational program and that shared reading is central to the whole philosophy of the Correspondence School.

Broken Hill City Library (NSW) has an Outback Service, supplying books, activity kits, games, magazines/comics, video and audio cassettes to isolated people, including children, on station properties in western New South Wales and northern South Australia. Material is selected to answer the borrower's request sheet, which gives age and interests and has no limits in either number of items or period. It is usually despatched by train or mail, if not collected. The children's librarian presumes books probably are shared because of the lack of alternative entertainment, but has no real evidence, except that it is popular service. The School of the Air, also operating from Broken Hill, fulfills the educational needs of this area, too.

Another excellent example of sharing literature was in March 1988, when 25 outback children, together with 10 parents, met at a two day storytelling camp at Yarris Mountain near Wauchope (NSW). As well as telling to and practicing stories with the group, the two storytellers[20] conducting the workshop often spoke of the value of reading and provided ongoing lists of recommended stories and books.

Some states have attempted to make available special deposit collections of books for aborigines in isolated areas, but with some little success. The State Library of Queensland's Public Libraries Branch supplies book stock to five isolated aboriginal and island settlements, where they are stored in community facilities, mainly with non-professional aboriginal librarians in charge. Acknowledged problems of location, lack of training, content and fear of damage to books have meant limited use. Hopefully this is being rectified in current plans to encourage more reading. The Community Service Librarian of the State Library of South Australia has prepared a paper on library cooperation with that state's aborigines. At the Macquarie Regional Library, Dubbo (NSW), with special funds, the Public Libraries Department of the State Library of New South Wales in 1984 established an Aboriginal Collection, which had been most carefully selected in cooperation with the aboriginal people. However, despite in-depth notification to the target group it is now mostly used by students of Aboriginal Studies.

8 Reading Encouragement Schemes

A praiseworthy number of reading encouragement schemes exist, often conceived and executed by kindred organisations. The Children's Book Council in each state promotes books and reading amongst children and concerned adults, in ways varying from creative writing workshops for children to children's literature appreciation courses for adults to sponsoring authors' visits. They cooperate closely with local schools and public libraries and the annual announcement of the Australian Children's Book Awards is a much awaited event.

The Multiple Sclerosis Society has organised the MS Readathon for 10 years, and 165,000 children in many towns participate in this reading for charity exercise. It approaches children through the public libraries and schools, but is really a home-based program, involving parents.

In Western Australia, 90 public libraries in country and metropolitan areas participated in a state-wide reading game, *Quest* in the 1987 long summer holiday. The professionally finished board game devised and produced by a team of children's librarians and the State Library Service of Western Australia, had 10 themes, a log book, question and activity sheets for two age groups, 7–9 years and 10–14. *Quest*'s aim was "to encourage children to read widely, to use their public library and to get to know library staff".[21] The press release was geared to parents and feedback indicates that they shared the game with their children. *Quest* also reached children in isolated areas.

Another fascinating reading motivation program *RIB-IT* (Read In Bed, Its Terrific), for half an hour every night, was designed, written, illustrated, and launched by a small group of Victorian educators[22] in 1982. This copyrighted material[23] includes a manual and art kit, now used in over 1000 schools, both primary and secondary, in Australia, New Zealand, Canada and New Guinea. Its philosophy is reading for fun, reading regularly and progressing pleasurably from easier to more challenging books on a recommended reading list. Of course this needs enthusiasm and support from teachers, librarians and parents.

Finally, the visits of authors and storytellers, as mentioned in Services to Isolated Children, often funded by state, federal or cultural grants, has proved a real incentive in encouraging reading and story literacy, eg. at Djarra Aboriginal Settlement in northwest Queensland. Some publishing houses also sponsor, either completely or partially, several authors' trips annually to Australia, eg. Penguin brought out Jim Trelease, the popular "reading together" evangelist, and more recently, Judy Taylor for the Beatrix Potter celebrations.

9 Online Information Services

Some Australian libraries have been using computer printouts, micro fiche cards, and online catalogues for 25 years. Now, modern methods of access to information are gaining usage in both Australian primary and secondary schools and databases will provide increasingly vital resources. However, to utilise fully the retrieval technology, students must be able to effectively read the current information via online services eg. DIALOG, Viatel, and AAP News Service.[24] Teachers, future employers and parents must all encourage young people's reading skills in this inevitable growth area of education and living.

10 Reading and Study Skills Programs

Australian school teachers and teacher librarians are increasingly cooperating in reading and study skill programs, eg. the Literature Based Reading Programs, that can only result in improvement of their students' reading ability and satisfaction. Parents also become involved when such plans are explained at Parents and Citizens' meetings and the library resources subsequently more fully appreciated.[25]

11 Conclusion

All these examples of genuine interest and effort in encouragement of Australian children's reading emanate from public and school libraries, community groups, book and audio tape producers, and individual parents. This groundswell of caring goodwill might not all be programmed or high profile, but bubbles to the surface often and in many places and ways. As parents' own standards of education rise, so they will encourage their children's skills and be sufficiently interested to truly share, appreciate, and understand their literature even more than in the past.

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69-CHILD-2-E

READING PROGRAMMES FOR PRE-SCHOOL MAORI CHILDREN
(Kohanga Reo Book Pilot Scheme)

Janice Frater, *Regional Services, National Library of New Zealand*

In 1987, a Ministerial Review of the National Library's Services to Rural Areas, was carried out by Regional Services Division of the National Library (Te Puna Matauranga O Aotearoa). From the review it was apparent that our services to the Maori Communities of New Zealand needed looking at. Recommendations 28–30 particularly covered services to the Kohanga Reo and how they could be developed. The pilot scheme described here was the result.

What is a Kohanga Reo?

> The Kohanga Reo movement grew from an awareness that language, social and cultural skills are engendered in early childhood, before children reach primary school. . . . The programme offered by Kohanga Reo focuses on educating children according to Maori behavioural norms such as aroha (love and compassion), manaaki (hospitality) and wairua (spirituality). Te Reo Maori — the language — is seen as vital for the expression of these concepts.[1]

Literally translated Kohanga Reo means *language nest*. Initially only children of Maori descent attended them, now they are open to all preschool children. Started in 1982, there are now over 450 fully active Kohanga Reo operating throughout New Zealand. The people running them do so voluntarily, and usually are kuias (grandmothers) and mothers of the children. There are paid co-ordinators and a National Trust, who has oversight of the movement.

How do books fit in to a programme that is based on passing on values and language? As part of the Rural Review the Secretariat of Te Kohanga Reo National Trust was consulted with regard to identification of the need for book resources for children in Te Kohanga Reo. . . . They were enthusiastic about the use to which these materials could be put in Kohanga Reo and were keen that this matter be pursued.[2] The overall understanding of this being that culture and values can be retained and passed on in written format, and once children move on through the education system, they encounter books and so need to be familiar with them anyway.

Te Puna Matauranga O Aotearoa has a commitment to following a client needs based stance. This means we endeavour to consult as much with our clients as possible, so that strategies developed and services offered are in line with what is wanted. This pilot project is almost a text book example of how this can be done.

The Process

It was recommended in the Rural Review that a pilot scheme, donating a collection of books to Kohanga Reo be trialled, as a possible way of serving the needs of this client group. The Northland (Tai Tokerau) area was chosen and seventy five Kohanga Reo identified for the pilot.

The selection process

Regional Services Head Office selected approximately one hundred (100) books both fiction and non-fiction from its collections. The Te Kohanga Reo National Trust came and looked at this selection and narrowed it down to twenty titles. It is interesting and pertinent to note that the selection made were of titles in Maori with the exception of one — which was a New Zealand adaptation of a European song. Many of the books came from small local presses These books were taken to a hui (meeting) at Te Tii in the Bay of Islands. The reaction to the books here was mixed, but mainly favourable. Questions asked really relate to whether giving books is the right thing for us to be doing, rather than the format and contents of the books themselves.

The titles selected

The original twenty titles were selected and ordered. Two have been reported as out-of-print. Rather than make-up the numbers with substitutes, which could cause delays in supply and delivery we have stayed with the original selection less two. One book had an accompanying cassette which we have obtained and included. This particular book and cassette — *He Waiata maa ngaa tamariki nohinohi (Songs for very young children)* has had Te Kohanga Reo National Trust input, so is particularly suitable for the Kohanga Reo to receive.

The books were ordered through the National Library Acquisitions Unit, Wellington, and delivered direct to our Regional Centre in Hamilton, where they were processed. A stamp on the title page notes that the books are a gift from Te Puna Matauranga O Aotearoa.

Processing included putting book pocket, borrowers card and date due slips in the books. The National Trust are particularly keen for us to do this, to introduce children to the situation they will experience when they go to school. If the scheme is continued and expanded we intend having date due slips and pockets printed in Maori.

Distribution

A letter signed by the National Librarian was sent with the books. It is in english. Initially we had wanted to have the letter translated into Maori, but in discussing this with local Tai Tokerau people and the National Trust, it was felt that this was not appropriate.

Books were delivered to three delivery points, by the National Library Adviser in Whangarei accompanied by a kuia (Mrs Mabel Waititi) who is both a strong supporter of the scheme as well as being known and respected within the Province. At each of these points they met with the people who delivered the sets of books to the individual Kohanga Reo for us. The scheme was discussed with these people including the evaluation process that will be taking place in June. This is an important stage in the process as Te Puna Matauranga O Aotearoa is anxious to see the books used, and the scheme evaluated. The books are a gift, and we are not telling them what they should do with them, but on the same hand, our Adviser is available to give them suggestions for story reading sessions etc.

Evaluation

In evaluating the pilot scheme, whilst we will be looking at the appropriateness of the books and how they are standing up to the hustle and bustle of a preschool group, the real issues for us are how the local Tai Tokerau Kohanga Reo people feel about the scheme. Do they find the selection process appropriate? Is this the best way Te Puna Matauranga O Aotearoa can help them to give their children the *Book Experience*? Do they know of better material to buy? If they don't like the scheme — why don't they? What do they suggest we do instead? How the scheme is developed nationally will depend on their evaluation combined with input from the Te Kohanga Reo National Trust, who have a New Zealand perspective of the Kohanga Reo development.

Guidelines for the evaluation and a questionnaire have been sent to each Kohanga Reo. In June three hui are being held — at Kaitaia, Kaikohe and Whangarei. Representatives from all the Kohanga Reo will be invited to attend and contribute their experience and ideas on the scheme. The hui will be facilitated by representatives of Te Puna Matauranga O Aotearoa with assistance from the Department of Maori Affairs Community Officers and the Tai Tokerau Taurima.

People involvement

In all of this pilot scheme we have endeavoured to involve people. The Te Kohanga Reo National Trust have been involved in the initial selection of the books and have enthuiastically endorsed what we are doing. They see a need for the Kohanga Reo children to have access to books as well as experiencing the oral tradition. We have kept them informed of what we are doing throughout every step of the scheme.

Our adviser in Whangarei is developing strong links with the Taurima and Kohanga Reo in Tai Tokerau. She is also working closely with representatives of the Department of Maori Affairs. This is leading to our gaining much background information and being able to tap into existing, and accepted networks, whilst in return we introduce another element into those networks and so both ours and their parameters are expanded.

Conclusions

The pilot scheme is progressing well, with much goodwill and cooperation from all those involved in it. Strong links are being forged in Tai Tokerau, by our Adviser there, with contacts being made and maintained in Wellington as well. All those involved are very positive about our efforts to bring the *book experience* to the Kohanga Reo. We look forward to the hui in June and the information we will gain from this grass roots consultation. I will report on the results of the scheme at the Conference particularly on how I have found working in a bicultural framework to bring books to children.

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006-SCHOOL-1-E

MULTICULTURALISM: CHALLENGES AND OPPORTUNITIES FOR SCHOOL LIBRARIANS

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An educational concept that addresses cultural diversity and the provisions of equal educational opportunity is school is multicultural education. The "Multicultural Education" approach promotes multiculturalism and social education for all students to make it reflect diversity.

Multiculturalism can be achieved in a school where cultural diversity is accepted and nutured as an asset and where students are treated as equals by a staff that is sensitive to the contributions of all cultures. The promotion of cultural pluralism presents challenges and opportunities for school librarians.

This paper explores the meaning of multiculturalism and the implications for the library profession, with emphasis on the role of the school library. The terms multiculturalism, cultural pluralism and ethnicity will often be used interchangeably. Fully cognizant of other forms of human diversity, I will restrict the scope of multicultural education to ethnicity — ethnic cultures, experiences and issues, especially those of racial minorities.

What is culture? Anthropologists and sociologists define culture as a way of perceiving, believing, evaluating and behaving. Culture provides the way an individual thinks, feels and acts in society.

An educational concept that addresses cultural diversity and the provisions of equal educational opportunity in school is multicultural education. The "Multicultural Education" approach promotes cultural pluralism and social equality for all students to make it reflect diversity.

Following the rejection of the "melting pot" theory (the evolvement of a new, unique American culture to which all cultural groups would contribute features), the Civil Rights Movement in the United States in late 1960's and early 1970's motivated several movements to make education more equitable for various groups.

How much is our educational system teaching students about the world in which they live? Education is a transmitter of culture and an important part of that process of socialization to prepare us for effective living both at home and abroad. The school, as an agent of society, should assume the responsibility for socialization practices based on a respect for the ethnic diversity which is an integral part of the commitment to human dignity.

A major goal of schools should be to create total school environments that are consistent with the ideals of cultural pluralism. A school's commitment to promoting multiculturalism is reflected in its curricula, materials, policies, hiring practices, procedures for governance and the school climate.

Another major goal of the school should be to define and implement curricular policies that are consistent with cultural pluralism. The interest, ideologies and political goals of any specific group should not be promoted. The understanding they develop, the skills they master, the values they learn will influence not only their lives but the whole fabric of society.

During the 1960's in the United States the Ethnic Studies were added to the curriculum for many minorities, such as, Afro-American, Mexican American, Asian-American, Native American and Puerto Rican. One justification for adding these studies was that these groups had been ignored or suppressed. Another argument was to make possible the effective education of the culturally different. It was decided that the programs would emphasize the problems and contributions of these groups rather than the study of great cultural areas.

Nathan Glazer suggested that ethnic studies should be integrated into those parts of the curriculum where appropriate — into history, economics, sociology, social science, and literature. This recommendation is acceptable if the information about the contributions and cultures is thoroughly integrated.

The culturally different are often assumed to be culturally inferior by the dominate culture. Unfortunately cultural differences are treated as handicaps, as burdens, and as shortcomings to be overcome. The focus tends to be on educational problems and conveys that the groups have little to contribute to society.

Major goals of cultural pluralism include improving respect for human dignity, maximizing cultural options, understanding what makes people alike and different and accepting diversity as valuable to human life. Multicultural education can help students to understand that there is strength in cultural diversity and there are other ways of living that are as valid and viable as their own. The Cuban writer Jesus Castellanos said that "It is expected that a man should love the region in which he was born, but that was no reason for hating those who were born elsewhere."

Multicultural education is a means for positively using cultural diversity in the total learning process. The goals of multicultural education should be:

1. learn basic academic skills.
2. acquire a knowledge of the historical and social realities of society in order to understand racism, sexism and poverty.
3. overcome fear of difference that lead to cultural misunderstandings and intercultural conflicts.
4. function effectively in their own and other cultural situations.
5. value cultural differences among people.
6. understand the multicultural nation and interdependent world in which they live.

Christine E. Sleeter and Carl A. Grant examined five approaches to multicultural education:

- Teaching the Culturally Different — used to assimulate students of color into the cultural mainstream and existing social structure by offering transitional bridges within the existing school program. The weakness of this program approach is that it addresses the problem primarily by trying to equip people of color more successfully with knowledge and skills to compete with the dominant culture but it fails to suggest that the dominant culture should be taught anything more about racism, classism or other cultural groups.
- A "Human Relations" Approach conceptualizes multicultural education as a way to help students of different backgrounds communicate, get along better with each other, and feel good about themselves.
- "Single Group Studies" foster cultural pluralism by teaching lessons that focus on the experiences and cultures of a specific group, such as an ethnic group.
- The "Multicultural Education" Approach promotes cultural plu-

ralism and social equality by reforming the school program for all students.

What are the implications for libraries and librarians, especially school librarians? The library can contribute to cultural understanding by providing materials which give credit to the distinctive contributions of all cultures. Books and other media are influential carriers of culture. They reflect the values of society.

In order for human beings to survive in a diverse society, one needs access to knowledge (accurate and up-to-date) of people different from themselves. In keeping with the tenets of the American Library Association's (ALA) "Library Bill of Rights," librarians have an obligation to provide books and other materials presenting all points of view concerning problems and issues of our times . . . Librarians have a professional responsibility to be inclusive, not exclusive in collection development . . . A balanced collection reflects a diversity of materials, not equality of numbers."

To develop intergroup understanding based on respect for the worth and dignity of every individual, regardless of race, creed or socioeconomic status, the library must acquire library materials which foster positive feelings and attitudes toward the culturally different. They should be portrayed as real "three dimensional" humans with strengths and weaknesses. General principles that the learning resource materials should reflect are:

1. contribute to a feeling of selfworth in all students.
2. reflect fully and accurately the reality of racial, religious and cultural diversity of the school and community.
3. facilitate the development of mutual awareness and appreciation among all racial and cultural groups.
4. recognize the universality of the human experience and the interdependence of all human beings and communities.

Librarians can not afford to perpetuate old prejudices by providing outdated, dull and biased information. The criteria for the selection of all types of media should include such concepts as follows:

- Authentic cultural perspective
- Reflection of differences in lifestyle, interests and abilities
- Characters which represent positions in society apart from their ethnic heritage
- Variety in geographical location of the culturally different
- Language which reflects the linguistic richness of the culture portrayed
- History accurately depicted with differing points of view
- Accurate illustrations which show the ethnic qualities of the characters
- Portray racial, religious and ethnic groups with similarities and differences, in such a way as to build positive images
- Emphasize the multicultural character of a nation as having unique and special value which we must treasure
- Help students appreciate important contributions to our civilization by members of various human groups

In addition to knowing the materials, librarians must know who they are. Each librarian should examine and assess his/her own personal attitude toward other people's culture. The promotion of cultural understanding requires that library staff members be prepared to function in and to accept, dissimilar cultural values. They must have an appreciation of their role in their own culture.

The creation and maintenance of a library environment that supports objectivity and freedom of inquiry provides a foundation for the student's perception of the world and the people in it. This environment can be created by the displays on the bulletin boards, the arrange of the collection, and the service provided. The librarian is manager of the library environment and the interaction between him/her students is fundamentally a socio-psychological process.

The librarian can provide forums for the discussion of human similarities and differences. These discussions can provide a basis for decision-making in the student's estimate of him/herself, his/her classmates and the people of diverse cultural backgrounds, whom he/she will meet in the adult world.

Librarians should urge publishers to avoid forms of bias that often appear in books. With the expansion of computer use in schools, it is necessary that all producers of learning resources be made aware of these pitfalls. Gollnick identifies these areas to include the following:

INVISIBILITY — Certain microcultures are under represented in materials.

STEREOTYPING — assign rigid and traditional roles or attributes to a group. It denies a knowledge of the diversity, complexity and variety of individuals. When Mexican-Americans are shown working only in fields as migrant workers and never as professionals, stereotyping is occurring.

SELECTIVITY AND IMBALANCE — occurs when issues and situations are interpreted from only one perspective. Many issues, situations and events can be viewed from a variety of perspectives.

UNREALITY — Some books frequently present an unrealistic portrayal of our history and contemporary life experiences. Controversial topics are glossed over and discussions of discrimination and prejudice are avoided.

FRAGMENTATION AND ISOLATION — Some publishers include some of the microcultures in their books. Others are omitted. Information about minority groups is often separated and discussed in a special chapter or section.

Librarians should review all materials carefully to make sure that their collections meet high standards. They should refuse to purchase materials that reflect the slights and ommissions that are insensitive to minority groups.

The librarian's behavior in the library is a key factor in helping all students reach their potential, regardless of ethnicity, sex, religion, language or exceptionality. Librarians must get to know all their students and to build on their strengths and help them overcome their weaknesses.

> The heart of the educational process is in the interaction between teacher (librarian) and student. It is through this action that the school makes its major impact upon the child. The way the teacher (librarian) interacts with the student is a major determinant of the quality of education the child receives. (U.S. Commission on Civil Rights, 1973)

The librarian who is enthusiastic about multiculturalism will probably use multicultural materials extensively and encourage students to be tolerant of other cultures. A librarian with a warm personality is an asset when working with students who are targets of prejudice and discrimination. Librarians must beware of expecting less achievement from minority and poor students than they expect from the dominant culture group.

> Too often in the attempt to win over minorities, teachers (librarians) have acquiesced to demands to "make it easy for the downtrodden." Minorities need to be encouraged to excel in all areas of academic pursuits lest a self-fulfilling prophecy perpetuate lower academic expectations and outcomes for minorities. (R.L. Garcia)

The area of librarian behavior is one in which the librarian has almost complete control.

Library education is a consideration in the promotion of multiculturalism. Library schools must accept an expanded responsibility for the training of librarians for the cultural pluralism they encounter. The librarian-preparation should be a source for insight, understanding needed for working with culturally different students. A team of librarians and library supervisors might introduce the library school student to the demands of libraries serving diverse populations and help orient him/her to working with children from diverse cultures. More directly, the library school can require an internship for a specific amount of time before receiving the library degree. There are basic skills and qualities that any "good" librarian must possess. However, when working with a culturally diverse population, one important competency must be added — an intense commitment to the principles of multiculturalism.

Literature offers children opportunities to learn about aspects of their cultural heritage from more than the "Great Books" or the classics. Contemporary writings representing all literary genres should be used to help children realize the benefit." (Cianciolo) Cianciolo gives examples of two authors who address human values basic to people living in a democratic society regardless of their racial and ethnic identity. The Patchwork Quilt, written by Valerie Flournoy and illustrated by Jerry Pickney, tells the story of a black family, a little girl, her mother and her grand mother making a quilt using scraps of their clothing which tell the family history. In A Chair for My Mother, Vera B. Williams, author and illustrator tells how a Caucasian family — a little girl, her mother and grandmother — save coins in a jar to buy a comfortable armchair after all their money is lost in a fire. Both authors address the theme of family unity through trust and sharing.

Stephen Vincent Benet, who wrote many stories based on folklore once wrote:

> It's always seemed to me that legend and yarns and folk tales are as much a part of the real history of a country as proclamations and provisos and constitutional amendments. The legends and the yarns get down to the roots of the people — they tell a great deal about what people admire and want, about what sort of people they are . . ." Knowledge of a nation's folklore is knowledge of the creative workings of the minds of its people. It is a key to a nation's values, a highway that leads into the heart of its people."

Older students may learn about and grow to appreciate aspects of human behavior by reading quality literature written by and depicting diverse worldwide cultures Students in our schools have ties in countries all over the world. "Through literature children may also acquire an international library heritage or at least recognize that people from each country and each cultural group have their own bodies of literature." (Cianciolo) In addition to selecting and purchasing these materials, the librarians must use special strategies and techniques to publicize these materials. Through the use of storytelling, booktalks and displays, librarians can convey the importance of reading and sharing the contents of these works. Teachers should be encouraged to integrate these materials in their courses.

There is little discussion of policy in the multicultural education literature. Educators in countries such as England and Australia debate more about national policy in relation to multiculturalism than do educators in the United States. The formulation of a national policy on multicultural education would compel the articulation and examination of multiculture related issues.

In 1971 the Policy of Multiculturalism was officially announced in Canada. The stated objectives of the policy:

1. To give official government recognition to the contribution of Canada's ethnocultural groups in the development of Canadian society
2. To encourage and support the preservation and sharing of the cultural traditions
3. To facilitate the respect for, and acceptance of minority ethnocultural groups as full and equal partners in the future growth and development of the country
4. To explicitly define Canadian society as bilingual and multicultural.

The process of education has been the key to influencing and fostering positive attitudes among all Canadians. Workshops by such groups as the Nova Scotia Teachers Union have provided opportunities to exchange views and develop plans toward integrating the multicultural dimensions into the theories and philosophies of education. Countries without a national policy of multiculturalism can use the Canadian policy as a model.

California State Library recently granted $296,430 to Stanford University to develop a major policy study and national conference on the the implications of the state's changing ethnic character of the library and information services. The Rand Corporation is preparing the policy study on the theme "A State of Change: California's Ethnic Future and Libraries." A conference is scheduled in May 1988 to bring together government officials, other policy-makers, and library directors. Following the conference, "awareness forums' will be held throughout the state to solicit input from library and information service providers on the direction of desired changes in priorities and services.

SUMMARY

Schools need to respond to the educational demands of a multicultural society, whether or not ethnic minorities are represented among the pupils. (Klein) Multiculturalism can be achieved in a school where cultural diversity is accepted and nutured as an asset and where all students are treated as equals by a staff that is sensitive to the contributions of all cultures. The promotion of cultural pluralism presents a challenges and opportunities for school librarians. They have an obligation to:

1. present unbiased materials — books, audiovisual, computer software-for use by students and teachers.
2. provide a library environment that supports objectivity and freedom of inquiry.
3. facilitate the development of an awareness and appreciation of the contributions of all cultures.
4. urge publishers/producers to adhere to the criteria for quality materials.
5. Use literature to promote an understanding and appreciation of all cultures.
6. Urge the official establishment of a Multicultural Education Policy.

School librarians are in a pivotal position to be involved in the multicultural education program. They emerge as the one who can take the initiative in alerting teachers to appropriate media and in serving as a member of the curriculum committee. Gillian Klein sums it up by saying, "If multicultural teaching runs cross the curriculum and beyond, there is no single agency within the school more capable of expressing the school's commitment and act as a catalytic change agent than the library."

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010-SCHOOL-2-E

THE MAORI DIMENSION IN NEW ZEALAND SCHOOLS

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ABSTRACT

The Maori population of New Zealand is important, growing and disadvantaged by racism and the results of past assimilation policies. The current Maori renaissance has spurred a search for equal outcomes in education between Maori and Pakeha (non-Maori). The Department of Education is committed to bi-culturalism. School libraries can contribute by reflecting the unique Maori perspective of New Zealand society in their environment, programmes and materials. School Library Service and the Department of Education support schools with resources and advice. More materials with a Maori viewpoint are needed, in both English and Maori, and they must be promoted in schools.

"Hold on to your Maoritanga
And the treasures of your ancestors
As a kiwi-feather cloak for your shoulders
Forever
Forever and ever"

says a modern Maori poet.[1]

New Zealand is in the midst of a Maori renaissance. As the former Director-General of Education wrote last year in a strongly-worded statement, "Of all the issues now facing New Zealanders none is as far-ranging in its implications as relationships between Maori and Pakeha. Virtually every aspect of our national life is being scrutinised by Maori, who are asking to what extent the essential institutions of our society incorporate and respect Maori values, deal equitably with Maori concerns, enable Maori to make their own decisions in their own way, and empower them to direct financial and other resources to achieve their own ends."[2]

The Maori population of New Zealand is growing by over 1% each year, and in 1986 comprised 12.4% of the total. The term "Maori" may include anyone descended from a Maori, and some people with quite a small amount of Maori blood choose to identify themselves as Maori. An obvious example is the well-known author Keri Hulme, a recent winner of the Booker Prize for her novel The Bone People. The Maori population is also young, increasingly urban, and largely concentrated in the North Island, especially the Auckland area. Like some other indigenous peoples, Maori are less likely than Pakeha (non-Maori) to stay at school after the period of compulsory education, more likely to leave school without formal qualifications, less likely to continue their education at tertiary level, and less likely to be employed.

A recent paper states, "Education in the mid-1980s faces unprecedented and rapid changes in the social and economic climate of New Zealand. The population is more visibly racially mixed, the social and economic divisions between larger racial groups are becoming more marked . . . (Current programmes) appear to be insufficient in themselves to improve outcomes for Maori students."[3] There are serious problems of racial prejudice in the community and of low expectations of Maori students by many teachers. Such expectations often spread to the students themselves and their families, and become self-fulfilling. Much thought and attention are now being given to ways of achieving not only equality of opportunity, which has in theory existed for many years, but equity of outcome for both Maori and Pakeha students.

Before the arrival of Europeans in New Zealand, knowledge was carefully transmitted from generation to generation. Tribal whakapapa (genealogies) were learnt by heart, as were songs and proverbs. The intricate carvings of the meeting house told the story of the whanau (extended family), as the Maori writer Witi Ihimaera movingly describes in his story The Whale.[4]

A Pakeha has claimed, "For most of the 150 years since he arrived, the Pakeha has been only vaguely aware of the indigenous Maori culture, and often not particularly interested in it . . . Many Maori people live comfortably within two cultures; the majority of Pakeha people do not."[5] For many years government policies aimed at integrating Maori people into society rather than at preserving their Maori identity. Although this society was in fact a multi-cultural one, Anglo-European values and learning were assumed as the norm by those in power.

An important example is the place given to the Maori language. It is now recognised that unless the Maori language lives and flourishes in New Zealand it will survive nowhere in the world. Maori is unique to New Zealand, a taonga (treasure) of the tangata whenua (original inhabitants). This represents a major change in assumptions. In the early days of European settlement, Maori people eagerly learned to read and write in Maori, taught by the missionaries who wanted to convert them to Christianity. The literacy rate was higher than that of Europe. However, the Native Schools Act of 1867 stated that the medium of instruction in schools must be English. This was at the wish of many Maori people themselves, since they felt that fluency in English was the only road to success in the new society. The extent to which Maori students were punished for speaking Maori in school is controversial. The pool of Maori speakers declined with each generation, and the knowledge that their language was not valued or given importance in school helped damage students' self-esteem and increase their risk of failure.

Efforts are now being made to change this situation. There are now 11 bilingual state schools in places where community support for them is strong. As well, there are bilingual classes and units in 49 schools. Maori is taught as an optional subject in the majority of secondary schools. There are also new courses for training teachers of Maori and particular efforts to increase the number of Maori who wish to train as teachers. The Maori Language Act of 1987 made Maori an official language of New Zealand, without, however, requiring that all schools make it available to all students who request it.

The most successful Maori initiative of recent years has been funded and run by Maori people outside the state education system. This is the Kohanga Reo movement. Kohanga Reo are Maori language nests, pre-school institutions where young children are taught by local Maori people to speak Maori and where they absorb Maori values. There are now about 500 Kohanga Reo catering for about 8,500 children. Their success has shown what can be achieved, spurred adults to increase their knowledge of Maori, and raised expectations of the whole education system. An urgent issue now is the maintenance of the children's competence in Maori once they reach primary schools at the age of five.

Last year the final report of the Curriculum Review was published.[6] To quote once more the former Director-General of Education, "For the first time in our history, a committee of Maori and Pakeha have acknowledged clearly and unequivocably that the culture and values of Maori as tangata whenua must be an integral part of the required curriculum for all New Zealanders, not something tacked on to courses of study that are in all essential respects derived from Pakeha culture."[7]

Current syllabus developments are in harmony with this finding. For example, the new Maori language draft syllabus for primary schools discusses both the place of Maori language and that of taha Maori, the Maori dimension, which can permeate the whole of school life, being reflected in the architecture and environment, school climate, practices, activities, programmes and learning styles. Although not a substitute for bilingual education, taha Maori is a starting point, depending on the strengths of the teachers or the aspirations of the community. New resources promote a Maori perspective in such subjects as science, art, physical education and consumer education.

In the current Maori renaissance and in the search for equity of outcomes in education, school libraries can make a significant contribution by helping both teachers and students to understand the importance to all New Zealanders of the Maori dimension, and by enhancing the identity and self-esteem of Maori students.

The scope for schools to provide in their library resource centres the environment, materials and services that reflect the unique Maori perspective of New Zealand society has been recognised by the publication of the discussion booklet Te Ao Maori in the School Library. The ideas were drawn together by teachers and librarians, and discussed in workshops in several centres, so that the booklet is the work of many people. One of its central statements is "The library in the school is both a fountainhead and a reflection of the cultures of the school community. It holds within it the treasures, nga taonga, of the people . . . We want everybody in the school to identify with the library — to know that it belongs to the whole school, that it is a place for everyone to share, a place in which to look, to listen, to read, and to help each other."[8] The booklet continues, "The central idea in taha Maori is interaction between people. The library should show this interaction with an unselfconscious, thoughtful welding of Maori and other cultural traditions. The library is both a formal and an informal influence in the school. Its materials, environment and practices can both reflect and affect other aspects of school life."[9]

The importance of the surroundings is emphasised. All cultural groups should be involved in design and decoration, while the meanings, origins and significance of each Maori design should be discussed with local elders. Points of Maori etiquette should be observed. These include some aspects not automatic to Pakeha, such as not sitting on tables. Some Maori terms for signposting are suggested, but once again consultation is stressed, as terms vary from area to area. The transliteration of English words should be avoided as far as possible.

Library programmes and activities "should go beyond the idea of 'tolerance' of diversity — they should reinforce the fact that diversity brings richness to the whole society."[10] Suggestions are made for involving other staff from the school, the students and people of the local community, for example in celebrating Maori Language Week or in researching local protocol.

The same criteria should be applied in choosing Maori materials as in building up other parts of the library collection. "The quality of material should not only appeal to students but should also be acceptable to those informed on things Maori."[11] Selectors need to recognise that students may lack the knowledge, historical perspective and judgement to recognise language or attitudes which are racist, insensitive or otherwise unsuitable. Modern material "should be realistic, appropriate and sensitive to what is happening now."[12]

Users of Te Ao Maori in the School Library are referred to Te Manu Aute (The Paper Kite), a selective bibliography of books on Maori history and culture which was published in 1983.[13] Its aims were both to indicate what was available and to give a Maori point of view about works written mostly by Pakeha. It includes a section labelled Kia Tupato! (Be Careful!) of books which have some merit but which should be used with caution because they may be oversimplified, out-of-date, or show stereotyping or patronising attitudes. One of the items on my intend-to-do-before-long list is to initiate a supplement to Te Manu Aute, including items published during the last five years. Another bibliography which should appear soon is intended to show pre-school educators the range of resources with a Maori perspective which will be of use to them.

As yet it is too early to see the effect of these publications in schools. I hope that Te Ao Maori in the School Library, in particular, will contribute to the raising of awareness among teachers, students and their communities.

Support for New Zealand school libraries is provided by the School Library Service, which is part of the National Library of New Zealand. School Library Service lends books and audio-visual materials from 12 Centres, as well as providing advisory help for those running school library programmes. Some of the Centres have built up demonstration collections of Maori materials in order to show teachers what is available. As well, they hold lending copies, which are, of course, used extensively in schools. Their reviewing journal, School Library Review,[14] is distributed to all schools four times a year. It includes reviews of most new Maori materials from commercial publishers and much from the Department of Education's Visual Production Unit, in order to encourage schools to buy as much as possible for their own libraries and to choose wisely.

Maori librarians are rare at present, and a recent review of rural services[15] recommended that Maori staff should be recruited for School Library Service. The review also led to a pilot project targeting 65 Kohanga Reo in the northern North Island. After full discussion and consultation each has been given a small collection of books to aid its work. Since the review it has been decided that 12% of the materials bought by School Library Service will be in Maori or of special interest to Maori users.

There is certainly a hunger for Maori materials in many New Zealand schools. Such materials include both non-fiction and imaginative literature in English and Maori. As well as books, there is great scope for oral history, other recorded materials and visual resources. Some of this is provided by the Resources Development Division of the Department of Education. Its Visual Production Unit produces or acquires videos, slides, prints and other visual materials, which it then sells to schools at cost price or lends, mainly through the School Library Service Centres. Its Audio Production Unit produces tapes, including Maori stories and music, which are sold or lent in the same way. Its School Publications Branch is one of the most important publishers in New Zealand, particularly of written material in Maori, which it has produced since the early 1950s. All its material is distributed free to schools. He Purapura, for example, is a series of stories in Maori written for children in their early years of school. It aims at showing a Maori environment of today in text and illustrations. Charts, including a set of short poems, have been published. Much of the Branch's English-language material is also intended to show the Maori dimension of New Zealand society to both Maori and Pakeha students. This includes items in the School Journals, and a current Social Studies series on famous Maori leaders.

In 1986 my colleague Don Long, an editor in the School Publications Branch, compiled bibliographies of books by modern Maori authors. The first comprised materials written for children. Some were in Maori, some in English, including picture books, language readers, myths and legends, and some non-fiction. The second bibliography comprised novels, plays and poetry written for adults, almost all in English. The two lists totalled 123 volumes published by 39 publishers. School Publications Branch was the largest single publisher, with 41 titles.

Last year Don and I sent the two lists to the 39 schools with full-time teacher-librarians, asking for an indication of how many titles were held in their school libraries. The sample included schools at each level and in most regions. The number of the books held varied from 50 out of 123 in one North Island secondary school to 1 in a South Island intermediate school. The average was 21. Several schools held up to 50 of the titles elsewhere in the school, sometimes in the Maori Studies Department. This indicates the lack of resource centralisation in many schools, particularly at secondary level. There was a definite tendency for northern schools, which are more likely to have many Maori students, to hold more of the titles listed, although this was not absolute. Nor was there a strong correlation with what I know of the total size of each school library or the socio-economic composition of each school's community, which helps to provide its library materials. The key factor appears to be the buying priorities of teachers and library staff — their perception of what is important to their students.

A few schools had obviously tried to collect Maori-language material. However, three held none of the Maori-language titles at all, not even those published by the School Publications Branch.

The most popular children's titles were three picture books and a collection of Maori legends. Patricia Grace's The Kuia and the Spider[16] was held by two-thirds of all schools, while more than half held the Maori version of the same story.[17] Other favourites were the same author's Watercress Tuna and the Children of Champion Street[18] and James Waerea's Pukunui and His Friend Moata Moa,[19] one of a bilingual series about a tubby little boy.

All the schools with teenage students held at least 10 of the 23 adult fiction titles, particular those by Witi Ihimaera and Patricia Grace. These two are among the best-known and best-loved of New Zealand authors. Of the 19 volumes of poetry, all in English, two of these schools held none at all. The three most popular titles were all by the distinguished poet Hone Tuwhare, whose seven books accounted for two-thirds of the poetry holdings.

Such a limited and unscientific survey cannot be used to prove anything, but it offers several interesting indications. To me it shows that those who choose materials for school libraries must be convinced of the need to represent Maori authors in the collections. It also shows that they need encouragement and further help to find out what is available. If a large proportion of New Zealand schools bought most of the high-quality publications by Maori authors, this would encourage both authors and publishers to produce more of them.

Of course, there are publishing gaps. More English-language materials on Maori subjects are needed, including those to support new syllabuses. The gaps in Maori-language materials are in fact yawning chasms. One short story collection by Witi Ihimaera and a novel by Patricia Grace are hardly enough to keep anyone reading at an adult level for long. The growth of bilingual schools and bilingual classes is also showing up a desperate lack of Maori-language materials in most curriculum areas, including mathematics and science. Until these are produced, teachers continue to improvise with the aid of school resource centres and teachers' centres such as multi-cultural education resource centres. People in many areas are writing and illustrating stories for Kohanga Reo children. It is to be hoped that ways will be found for these varied efforts to be co-ordinated, for appropriate training and assistance to be devised for authors and illustrators, and for links to be made with publishers.

What then can teachers and library staff do to reflect and promote the Maori dimension in New Zealand society? They can seek and welcome the involvement of all students, staff and their local community. They can develop culturally diverse programmes and activities. They can respect cultural differences and welcome the contributions of each culture to the library environment. They can select varied materials of high quality and promote them to students. They can encourage Maori people themselves to produce materials which will promote cross-cultural interest and understanding. They can encourage Maori students to pass on their learning, perhaps as teachers or librarians. They can take to heart words heard recently on the radio, "Our identity is a solution. Use that as a strength."

NOTES

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[8] Te ao Maori in the school library : Te ao Maori i roto i te whare matauranga o te kura : a discussion booklet. — Wellington: Department of Education, 1987. p.4.

[9] Ibid. p.5.

[10] Ibid. p.11.

[11] Ibid. p.15.

[12] Ibid. p.16.

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[17] GRACE, Patricia. — Te kuia me te pungawerewere. — Auckland: Longman Paul/Penguin with Kidsaurus 2, 1981.

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060-SCHOOL-3-E

THE AUSTRALIAN SCHOOLS CATALOGUE INFORMATION SERVICE (ASCIS): ITS ENVIRONMENT, CLIENTS AND SERVICES

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ABSTRACT

The geographic size of Australia and the diverse nature of her people provide substantial challenges for a library and information service with responsibility to serve the whole nation. ASCIS, the Australian Schools Catalogue Information Service, was established in late 1983 to provide cataloguing products to, potentially, all the nation's 10,000 schools.

In four years of operation ASCIS serves over 6,000 Australian schools. The success can be attributed to the development of a flexible range of products, the close matching of database content to school needs and a carefully managed low cost service. It is the concept of matching needs with service which has led ASCIS to develop a rapidly expanding free text information facility. Broadly based information provision rather than traditional catalogue products is seen to be the future for this network.

INTRODUCTION

To understand adequately the style, role and effectiveness of any organisation there needs to be a clear appreciation of the environment in which it operates. This is certainly true of the Australian Schools Catalogue Information Service (ASCIS) and its unique environment.

Australia, the vast island continent, covers 7,683,518 sq. kms. A fact to be kept in mind as it provides extra challenges to an organisation which delivers services across the nation.

The composition of the population also provides some interesting challenges for an information service. It is a valid truism that to effectively serve a client group they and their needs must be understood — at least in part.

Australia is a multicultural country. The following statistics[1] provide an interesting picture of the country.

The population is small, the 1986 census recorded the fact that only 15,542,567 people live in Australia. Of these, 3,437,378 were not born in the country. The figures provided below further indicate the diversity of the population.

Table 1
Birthplace by age

	0-14 YEARS		15-24 YEARS		25-54 YEARS		55-64 YEARS		65 YEARS AND OVER		TOTAL
	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	PERSONS
AUSTRALIA	1732945	1649009	1099533	1064724	2182949	2199911	474051	513652	484363	704052	12105189
OTHER OCEANIA	19988	19141	26767	28323	68363	63862	5725	5470	5624	7762	251025
UK & IRELAND	23783	22145	66424	64480	304738	282861	79568	68001	89919	113376	1115295
SOUTHERN EUROPE	5995	5565	22265	20865	215969	191434	62720	46072	32760	31855	635500
OTHER EUROPE & USSR	8653	8276	12237	11864	126423	119034	49680	45333	39950	39410	450860
EASTERN ASIA	5708	5870	5615	5442	22791	23017	3788	4422	3330	4922	85005
SOUTH EASTERN ASIA	22012	20297	29628	25047	55889	66058	4561	5433	2949	4266	236140
SOUTHERN ASIA	3378	3414	5419	5045	24868	23223	4320	4554	3601	5077	82899
WESTERN ASIA(MIDDLE EAST)	4906	4504	11750	12052	38510	33160	5963	4586	3185	3539	122155
SOUTH AMERICA	3418	3187	6781	6646	12910	13617	934	1132	525	1032	46183
OTHER AMERICA	5526	5313	5337	5343	16920	16256	2405	1816	2420	2095	63432
AFRICA	5933	5680	7463	7250	31550	29620	5412	5192	3857	5327	107284
TOTAL (INCL NOT STATED)	1861103	1769918	1315146	1269979	3160692	3098246	711626	716535	690453	945869	15542567

Table 2
Birthplace of parents of Australian born persons

	MOTHER										
FATHER	AUSTRALIA	OTHER OCEANIA	UK&IRE	STH EUR	OTH EUR & USSR	WESTERN ASIA	OTHER ASIA	SOUTH AMERICA	OTHER AMERICA	AFRICA	TOTAL (INC N/S)
AUSTRALIA	9067458	50841	363802	28193	64943	3424	26599	1616	11851	11016	9660308
OTHER OCEANIA	69735	18657	7068	541	1406	117	1305	66	371	143	100057
UK & IRELAND	567175	9779	329798	4318	13833	576	7131	502	2730	7519	962952
SOUTHERN EUROPE	120340	1860	11332	411047	14765	2714	2151	1272	703	6011	572579
OTHER EUROPE & USSR	147829	3497	21165	7452	147722	1233	5565	465	858	1674	338812
WESTERN ASIA(MIDDLE EAST)	9855	484	1157	2359	1238	64268	400	200	169	969	81297
OTHER ASIA	32775	1421	5496	683	3008	282	53782	98	227	641	98597
SOUTH AMERICA	1994	115	465	509	244	71	124	6718	68	75	10446
OTHER AMERICA	19331	561	2691	334	810	88	341	66	2499	167	26985
AFRICA	17341	592	3280	3334	1416	848	575	98	157	16094	63904
TOTAL (INCL NOT STATED)	10131172	88869	752249	461629	251580	74183	98898	11309	19775	38641	12105189

The picture is enhanced when the diverse religions and spoken languages of the population are considered.

Table 3
Language other than English spoken at home by age (excludes persons aged 0–4 years)

	5-19 YEARS		20-34 YEARS		35-64 YEARS		65 YEARS AND OVER		TOTAL		
	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	PERSONS
ARABIC/LEBANESE	19598	19025	14829	16118	18862	13796	1612	1719	54901	50658	105559
CHINESE	17350	15995	22093	22643	21134	21181	3216	4347	63793	64166	127959
DUTCH	2394	2480	4948	5697	16247	17231	5458	6276	29047	31684	60731
FRENCH	4224	5411	7022	7245	10834	10665	2017	2712	24097	26033	50130
GERMAN	5924	6907	9595	10091	29774	30159	6616	8605	51909	55762	107671
GREEK	40163	38464	30561	30609	57901	55462	6117	6828	134742	131363	266105
ITALIAN	43740	42995	49383	49394	93582	87270	18844	18839	205549	198498	404047
MALTESE	5204	4952	7049	7071	15212	13840	2156	2253	29628	28116	57744
POLISH	4108	4076	6992	7778	13983	16543	7272	5100	32355	33102	65457
SERBIAN,CROATIAN	10493	10289	5952	6828	16519	13610	1326	1348	34290	32075	66365
SPANISH	10584	10372	8280	9013	15182	13667	774	1297	34820	34549	69369
VIETNAMESE	11048	8716	15837	11175	6709	4749	445	524	34039	25164	59203
OTHER	60110	57838	68457	72480	105117	97890	20326	22792	254010	251000	505010
NOT STATED	6349	5790	5905	5310	11766	10546	4223	6487	28243	28133	56376
TOTAL	241289	233310	256903	261052	432829	406814	80402	89127	1011423	990303	2001726

As can be seen, a small but extremely diverse population inhabits a huge continent. These facts provide many challenges for a nationwide network. Human and electronic communications are often difficult and the logistics of distributing products from one side of the continent to another can be, at least, complex.

The positive aspects of the environment in which ASCIS operates are no less important. The small population has resulted in a relatively low number of administrative/political zones and, therefore, few bureaucracies. ASCIS, as a truly national organisation, has to deal with representatives of the education systems of 6 states, 2 territories, the federal government and the 2 non-government school organisations. In total, 11 representatives speak for the needs of all schools in the country. This low number provides a workable management structure and allows consensus decision making to occur.

Although it is possible for representatives from each education system in the country to meet, national collaboration is rare. Indeed, ASCIS is unique within the Australian education community. It is an

Table 4
Religions of Australian population

	MALES	FEMALES	PERSONS	PROP%
CHRISTIAN:				
ANGLICAN	1784733	1929481	3714214	23.9
BAPTIST	92030	104064	196094	1.3
BRETHREN	10930	12142	23072	0.1
CATHOLIC	1982804	2070138	4052942	26.1
CONGREGATIONAL	7665	8871	16536	0.1
CHURCHES OF CHRIST	40040	48361	88401	0.6
JEHOVAHS WITNESS	29920	36405	66325	0.4
LATTER DAY SAINTS	16434	18638	35072	0.2
LUTHERAN	100539	106886	207425	1.3
ORIENTAL CHRISTIAN	5264	5066	10330	0.1
ORTHODOX	217887	208192	426079	2.7
PENTECOSTAL	50159	56469	106628	0.7
PRESBYTERIAN & REFORMED CHS	264951	292511	557462	3.6
SALVATION ARMY	35411	42261	77672	0.5
SEVENTH DAY ADVENTIST	21751	26027	47778	0.3
UNITING CHURCH	549801	630790	1180591	7.6
OTHER PROTESTANT	92226	105281	197507	1.3
OTHER CHRISTIAN	167826	175930	343756	2.2
TOTAL CHRISTIAN	5470371	5877513	11347884	73.0
OTHER RELIGIONS:				
BUDDHIST	40954	37799	78753	0.5
HINDU	11140	9659	20799	0.1
JEWISH	33100	35194	68294	0.4
MUSLIM	57438	50790	108228	0.7
OTHER NON CHRISTIAN	18151	[illegible]	[illegible]	
TOTAL OTHER RELIGIONS	160783	[illegible]		
OTHER GROUPS:				
NON THEISTIC	3059	1821	4880	0.0
INADEQUATELY DESCRIBED	32875	24744	57619	0.4
NO RELIGION	1107661	858701	1966362	12.7
NOT STATED	964271	890046	1854317	11.9
TOTAL PERSONS	7739020	7803547	15542567	100.0

incorporated body under the State of Victoria company law but is wholly owned by the Ministers for Education and representatives of the nation's two non-government systems.

To understand better the structure of ASCIS its lengthy history needs to be explored.

HISTORY

Australian educators first actively investigated the establishment of a co-operative, shared, catalogue network in 1969. The internationally recognised and substantial costs associated with replicating the intellectual and production effort associated with cataloguing were well understood by the planners of ASCIS.

The current success of ASCIS is largely attributable to the lengthy but thorough planning for its establishment. This process conducted over a decade was premised on reaching consensus about the structural standards and products for the proposed organisation. Agreement and commitment by participants are the hallmarks of any successful network.

In summary the steps in the development of ASCIS were:

1969	the possible extension to schools of the National Library's card service was trialled. The service was not continued for many reasons including the unacceptable cost of the cards and the inappropriateness of the standards, especially subject analysis;
1974	the Commonwealth Schools Commission initiated a study to analyse the feasibility of establishing a national cataloguing service for schools. The study was conducted by Wesley Young and Douglas Down and proved the need for such a service;
1977	a second study by Young and Down which described a workable model for a school's centralised cataloguing service. Indeed, the model delineated in 1977 was largely the one used in founding ASCIS;
1978–1979	a two year pilot study, funded by the Commonwealth School's Commission was hosted by South Australia. The study which indicated the feasibility of establishing a service also resulted in the building of a database of 100,000 catalogue records;
1981–1983	planning began in earnest for the introduction of ASCIS. A most significant part of the planning process was the development of a Subject Headings List specifically for Australian schools. Agreement was gained from the permanent heads of education to the establishment of the Company, a tender was let for the supply of computer bureau services to support ASCIS and the current Executive Director was appointed in November 1983;
1984	software was configured, data loaded, further staff employed and services commenced.

USAGE

In less than four years of operation ASCIS now directly services approximately 6,000 Australian schools. The schools which use ASCIS services are not confined to any particular geographic region, size or type of school. ASCIS serves schools from Broome to Bundaberg, large Catholic colleges in regional areas and a small Islamic school in a capital city.

The substantial rate of use is a clear indication of both the willingness of schools to participate in a collaborative project and the Service's ability to meet the widely differing needs of schools.

In the opening section of this paper, a verbal picture was painted of the size and nature of Australia and its people. The simple fact that ASCIS serves over 60% of Australian schools is evidence of its ability to meet the needs of a vast number of Australian children who comprise approximately one third of the country's population.

The ability of the Company to achieve this result and, indeed, to continue to build its user base is largely dependent on two factors. The first of these is the availability of a range of products and services. It is critical that a teacher-librarian can choose the product format and detail of information required by his or her students. The second important factor in ensuring a viable and expanding network is the tailoring of the content of the database to fit the needs of the clients. These two factors will be addressed in the following pages.

ASCIS, although a non profit service organisation can only offer services on a cost recovery basis, it is used voluntarily by schools and, therefore, has to be responsive to customer needs.

I do not intend to enter into the "fee or free" debate. The move towards payment for services by education institutions in Australia is inevitable given the financial climate in which we live. Certainly in the education community the increasing trend towards devolution of responsibility and funding from central organisations to schools with the attendant increased autonomy of schools will hasten the trend. School administrators will have to make decisions about the worth of programs inside and outside the schools. Only programs/services perceived as worthy and cost effective will be funded. It is also worthwhile remembering that ultimately any service provided in the community must be paid for, whether through taxes or direct payment.

ASCIS must be marketed, that is demonstrate its worth, to its political masters and mistresses to survive. In order to flourish, ASCIS must be marketed to its potential customers.

To ensure ASCIS will continue to flourish a properly balanced marketing mix must be developed and implemented. This does not simply involve baldly advertising services but rather developing a carefully balanced service which:

1. is composed of a well designed range of products tailored to the market's needs
2. is fairly priced to be affordable by customers but meeting the requirement of cost recovery
3. is properly advertised, in a broad sense, so that customers are aware of what is available
4. is well produced and efficiently delivered.

In order to see how ASCIS is placed in the school library market the first and pivotal of these points will be addressed in detail.

ASCIS Products

ASCIS is a major development within Australian education. It is a rare, possibly unique, example of co-operation by every system/organisation involved in providing schooling in 10,000 schools.

The initial brief for the service was the development of a large and appropriate file of bibliographic data distributed on magnetic tape, microfiche and catalogue cards. ASCIS has been generating these products for four years. To provide some indication of volume, approximately 4,500 sets of catalogue microfiche and 500,000 catalogue cards are produced each month.

While these services are of paramount value and will continue to be developed and refined it is obvious that further development is both necessary and inevitable.

The key to the successful marketing mix is the development of services to match customer needs. ASCIS has a geographically dispersed group of users. The schools range from large to very small and service children with extremely diverse needs. ASCIS, therefore, like any truly service-oriented organisation, must develop a range of products and services to provide as close a match to user requirements as humanly, or technically, possible.

To achieve this end a corporate plan has been developed which is designed to build on the solid base which has been established by extending the range of products generated from the core of the Company — the database. The aim is to reach customers requiring support for sophisticated automated library systems through to those schools without professional library personnel and with small collections which will require different products. This service principle is shared, I believe, by vibrant successful libraries which provide what the users need not what is determined to be good for them.

It should be noted that ASCIS does not, at present, deliver a unique product to support the multicultural aims of Australian educators. Although substantial resources have been investigated in developing teaching/learning programs which are sensitive to the diverse needs of students, a constant theme is the integration of multicultural programs within the broad curriculum. To quote a New South Wales policy document:

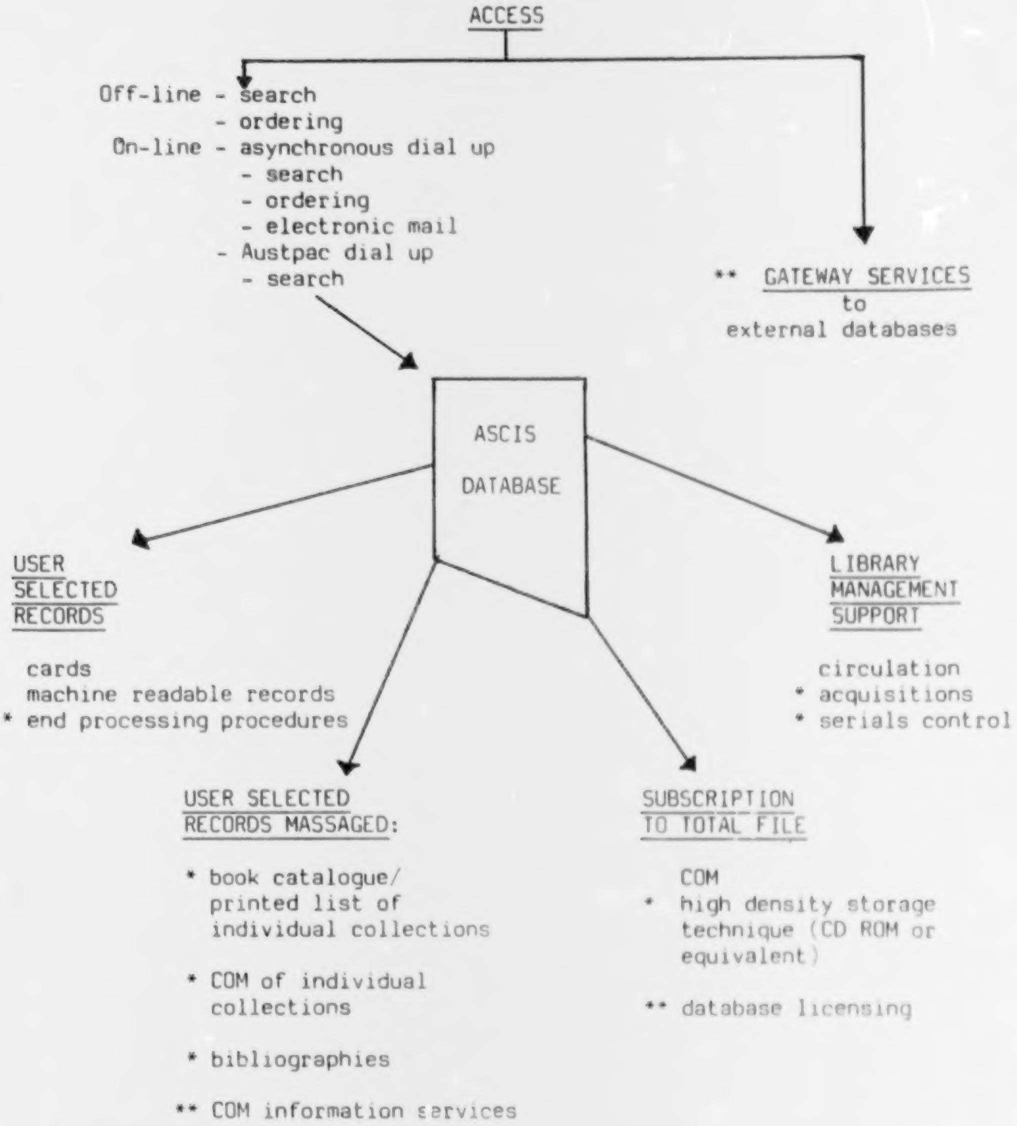
> "There will be a need in some schools to develop teaching/learning programs which are geared to meeting the identified needs of specific groups of students e.g., E.S.L. and/or Community Language programs, Ethnic Studies, Transitional Bilingual Education Programs. These programs, where offered, should be integrated within the total school curriculum."[2]

To restate, any successful library/information network must be responsive to the needs of its clients. Information and catalogue data supportive of multicultural teaching/learning programs are, therefore, to be found throughout the entire range of products and services.

Further, to provide that essential element of the marketing mix the design and range of products must be constantly monitored, changed and supplemented. Detailed statistical analysis of products and their usage ensures the ASCIS staff are aware of the acceptability of the products and services offered to schools.

The following diagram and product descriptions drawn from the corporate plan will indicate the breadth of services planned, and already delivered, by ASCIS.

ASCIS SERVICE DEVELOPMENTS


ACCESS
Off-line - search
- ordering
On-line - asynchronous dial up
- search
- ordering
- electronic mail
- Austpac dial up
- search
** GATEWAY SERVICES
to
external databases
ASCIS
DATABASE
USER
SELECTED
RECORDS
cards
machine readable records
* end processing procedures
LIBRARY
MANAGEMENT
SUPPORT
circulation
* acquisitions
* serials control
USER SELECTED
RECORDS MASSAGED:
* book catalogue/
printed list of
individual collections
* COM of individual
collections
* bibliographies
** COM information services
SUBSCRIPTION
TO TOTAL FILE
COM
* high density storage
technique (CD ROM or
equivalent)
** database licensing

Key: Those services without a star are in production.
Those with one star are to be implemented.
Those with two stars are multi-service/use functions which will grow and be developed. For example, the Gateway Services could provide access to many databases each requiring special development.

Note: The issue of database content is not addressed in this model. The access and format capabilities would be applicable or readily adaptable to any database content. The items awaiting development are not in any priority order and are discussed on the following pages.

IFLA GENERAL CONFERENCE, SYDNEY, 1988

Division: Core Programme

Section/RT: OPEN FORUM

76-CORE-4-

Core Programme on Preservation and Conservation
Open Forum on Professional Programs

Merrily A. Smith, Director, IFLA/PAC
Sydney 1988

KEYWORD(S):

IR053713

For internal use only:

Meeting no.: 86

SI: YES/~~NO~~

Core Programme on Preservation and Conservation
Open Forum on Professional Programs

Merrily A. Smith, Director, IFLA/PAC
Sydney 1988

Background

The IFLA Core Programme on Preservation and Conservation (PAC) officially began operation in 1986. It has an organizational structure that consists of an international focal point and three regional centers in various parts of the world.

The international focal point is located at the Library of Congress (USA), which hosts the program. The program at the Library of Congress is directed by Merrily A. Smith, and supported by a full-time assistant, Joan Futscher. Two regional centers were designated in 1986 and began formal operation in January 1987. One, directed by Jean-Marie Arnoult, is located at the Bibliotheque Nationale (Sable, France). The second, directed by Wolfgang Waechter, is located at the Deutsche Buecherei (German Democratic Republic). A third regional center was designated in 1987 and began formal operation in January 1988. This center, directed by Lourdes Blanco, is located at the National Library of Venezuela.

The goals of PAC for the first five years of its operation were defined in 1987 and consist of the following:

1. To raise the level of preservation awareness around the world;
2. To produce an international newsletter and distribute it as widely as possible;
3. To develop and distribute educational materials and information about preservation;
4. To establish PAC as a recognized international clearing-house for preservation information and as an international advisory body in support of preservation efforts;
5. To develop and encourage possibilities for the education and continued training of professional conservators; and
6. To further the advancement of the field of library and archives preservation and to further the development of preservation policies, programs, and educational opportunities by institutions, organizations, and nations.

Present Activities at the PAC International Focal Point

During the past year considerable effort has been directed in Spanish of the *Handling* slide/tape program and is in the process of customizing it by providing slide images illustrating collection conditions in Latin America. Work has recently begun on a 10-minute slide/tape program on disaster preparedness that will be produced in Spanish. This project is being carried out under a UNESCO contract. In addition, we are beginning to produce fact sheets that can be distributed in response to requests received for preservation information. For example, a fact sheet on International Organizations active in preservation has already received wide distribution within the U.S.

At present we are in the process of planning two international conferences. One, a conference on *Managing the Preservation of Serial Publications* will take place May 22-24, 1989 at the Library of Congress. This conference is sponsored by PAC, the IFLA Conservation Section, the IFLA Serials Section, and the IFLA Working Group on Newspapers. The program is interesting and diverse, and a large attendance is anticipated. Also in the planning stages is a two-part conference on science in preservation that is tentatively scheduled to take place in New York in March 1990. The first part of the conference (two days) will be attended by scientists active in the field of preservation. The second part (five days) will be a professional consultation on research and technology in preservation and will consist of presentations on the environment, insects and mold, basic materials research, and building design and construction.

Another goal of PAC is to offer information clearinghouse and consultation services to the international community. In connection with the former, the Library of Congress National Preservation Program Office is working to develop a database of bibliographic information on library and archives preservation. Through PAC (the international focal point and the regional centers), bibliographic information on non-English preservation literature is also being gathered. Once assembled and entered into an on-line database, every effort will be made to share the information internationally by whatever means is most feasible. At present, the IFLA-funded staff assistant at the international focal point is assembling a bibliography of articles and books that have been written on the subject of preservation microfilming.

Effort is also being invested in the development of various resource files that will be of use to the international community. For example, our staff assistant has begun to assemble a complete list of national and international standards that pertain to preservation microfilming. Another resource file that is contemplated is a list of national and international standards that deal with the production of permanent paper. PAC would also be glad to form a resource file that reflects the results of efforts currently underway by the Conservation Section to identify the location and nature of training opportunities in library preservation and conservation.

PAC is actively involved in providing consultation services and in coordinating international response in connection with the recent disastrous fire at the Academy of Sciences Library in Leningrad. This kind of activity is a concrete example of the usefulness to the international community of a central clearinghouse of preservation information.

In addition to its other activities, PAC is working to advance the field of preservation by encouraging the formation and development of national preservation programs and regional centers around the world. Plans to expand the number of PAC regional centers are in progress. Under discussion at present is the designation of another center or centers for Asia and Oceania.

Summary

The international focal point is working hard to establish a solid foundation for PAC, the newest of ILFA's core programs. An important part of this effort is, of course, the great contributions of the PAC regional centers and of the PAC Advisory Committee, chaired by Magda Strebl (General Director of the National Library of Austria. The short-term goals for the program have been defined and considerable energy is being invested in their implementation by all who are involved. I would like to leave you, however, with a final thought -- and that is that none of our efforts can be effective without the involvement of each and every one of you here present. Through the program activities I have described, IFLA/PAC can encourage, assist, and advise -- but the commitment, the work, and the satisfaction of saving our cultural patrimony from gradual extinction lies ultimately in the hands of the dedicated people associated with the institutions in which the physical manifestations of this patrimony reside.

Thank you.

IFLA GENERAL CONFERENCE, SYDNEY, 1988

Division: Libraries Serving the General Public
Section/RT: INTAMEL

116-INTAMEL-3-

CO-OPERATION - THE KEY TO SERVICES FOR PEOPLE WITH SPECIAL NEEDS

Paper presented by **Valerie Moon**, Special Needs Consultant,
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KEYWORD(S):

PUBLIC LIBRARIES
COOPERATION

For internal use only:

Meeting no.: 144

SI: YES/NO

CO-OPERATION - THE KEY TO SERVICES FOR PEOPLE WITH SPECIAL NEEDS

Paper presented as part of the INTAMEL program IFLA-LAA Conference, Sydney, 1988 by Valerie Moon, Special Needs Consultant, State Library of New South Wales, Sydney, Australia

Abstract: The development of library and information services for people with 'special needs' in Australia has highlighted the need for co-operative arrangements between different kinds of libraries and the development of networks between libraries and agencies such as educational , health and community agencies.

This paper will outline a number of co-operative programs established in two fields of library services - multicultural library services and library services for people with disabilities.

1. MULTICULTURAL LIBRARY SERVICES:

BACKGROUND:

In Australia the term "multiculturalism" refers to the cultures and languages of all ethnic and linguistic groups resident in Australia.

Australia has a large and complex multilingual and multicultural heritage. Figures gathered in the 1986 census indicate that 2,023,000 Australians (or 14% of the population) over the age of four use a language other than English as their first language. The main lanugage groups in Australia are:

Italian	405,000	Polish	66,000
Greek	267,000	Dutch	61,000
Chinese	131,000	Maltese	58,000
German	109,000	Vietnames	57,000
Arabic	106,000	French	51,000
Spanish	70,000	Other languages	515,000
Serbo-Croatian	67,000		

As well, of course, we have our own indigenous Aboriginal people with a range of cultural and linguistic differences.

Although Australia has had a long history of migration, library services for people from ethnic background did not become properly established until the early 1970's.

STANDARDS OF MULTICULTURAL PUBLIC LIBRARY SERVICE:

Standards for Multicultural Public Library Service were first published in Victoria in 1982. These Standards have since been adopted by the Library Association of Australia. The goals of these Standards are:

- to provide a basis for the planning of equitable library services for all groups within the community
- to provide a basis for library services and programmes which meet the needs of all groups within the community
- to provide an equitable basis for the purchase of materials for library service
- to encourage mutual understanding and interest in all cultures and languages represented in the Australian community

PERCEIVED PROBLEMS IN THE AREA OF MULTICULTURAL LIBRARY SERVICES:

The harsher critics of current provisions in the field of multicultural library services suggest that the main problem is one of lack of commitment. These critics assert that too few librarians have accepted the principle of equity of service which underlies the Standards that:

"All members of our society must have equal opportunity to realize their fullest potential and must have equal access to programmes and services".

It has been suggested that an acceptance of the principle of equity of service must involve **equity of resource allocation.** Discussion of equity of resource allocation inevitably leads to a discussion of the perceived "problem areas" associated with multicultural library services.

Funding:

Lack of funding is generally seen as the major problem associated with multicultural library services. Funding for public libraries in Australia is provided by the State and Local Governments - no funding is provided by the Commonwealth (Federal) Government. Over the past few years the Library Association of Australia has been involved in a major co-operative, national campaign for funding from the Federal Government. This campaign is known as the **Commonwealth Assistance for Public Libraries Campaign (CAPL).** A decision was made early in the campaign to concentrate on particular areas of library services rather than on public library service as a whole. The first stage of the campaign has concentrated on obtaining funding for Multicultural Library Services. Discussions are currently being held on the proposed second stage which will concentrate on funding for library services for people with disabilities.

Other perceived problems are:

- collections of non-English materials are limited in size and range
- librarians report difficulties in acquiring suitable non-English materials
- cataloguing of non-English materials is perceived to be difficult and costly
- there is limited bibliographic access to collections
- there are no published collection development policies

to guide librarians in collection building and
- librarians generally lack the particular skills (especially language skills) to respond effectively to the needs of this group

SOME SUGGESTED SOLUTIONS TO THESE PROBLEMS:

It is interesting to note that many of the suggested solutions to these problems involve co-operation. For instance:

- the development of co-operative mechanisms for acquisition of non-English language materials for all types of libraries;
- the development of co-operative mechanisms for cataloguing non-English language materials;
- national co-ordination of collection development policies; and development and publication of collection development policies for collections in non-English languages by all types of libraries.

Response to these problems has varied from State to State and, indeed, from library to library. I would like now to speak specifically on multicultural library services in New South Wales in order to describe some of the co-operative programs which have been established in this State.

Background - Multicultural Library Services in New South Wales:

In the last decade there has been considerable activity in the field of multicultural library services in New South Wales resulting in improvements in the range and quality of library materials and services. A survey carried out in 1984 indicated that:

- seventy-two (72) public libraries provided community language books;
- eight (8) libraries had staff specifically designated as ethnic services librarians;and

- a variety of co-operative ventures has enabled better use to be made of available resources as well as extending the range of those resources.

State Library of New South Wales support service to public libraries in this State::

Community Language Lending Service:

In 1974 the State Library of New South Wales established the Community Language Lending Service through which books in languages other than English are loaned to Public libraries to supplement their own collections where there is insufficient demand to warrant special purchase. At present 41 different languages are provided in bulk loans through this service.

Community Languages Pooled Collection:

The Community Languages Pooled Collection is a co-operative scheme involving the State Library of New South Wales and a number of the larger public libraries in this State. The aim of this project (which commenced in 1985) is to gather together "read-out" or unwanted books in languages other than English so that these books can be made available to other libraries. At present, access to these materials is provided through the Community Language Lending Service (see above) as bulk loans (ie boxes of approximately 30 titles in a particular language can be requested by a library for a loan period of three months).

Provision of Special Grants:

Apart from the direct support through loan of materials as just described, the State Library of New South Wales has an important role in supporting multicultural library services through the allocation of Special Grants and through their consultancy and continuing education services.

A number of co-operative ventures have been established in New South Wales through Special Grant funding from the Library Council of New South Wales. The guidelines for the Special Grant funding includes a recognition of disadvantage or special need. Encouragement is given to regional and co-operative ventures. From 1976 onwards, public libraries have successfully applied for funds for multicultural resources and programs either individually or on a co-operative basis. Grants have also been given for central projects which are of benefit to a number of libraries. Some examples of co-operative projects established through Special Grants include:

(1) Establishment in 1980 of the **Overseas Co-operative Purchasing Scheme** based in Wollongong City Library (one of our larger public libraries approximately 91kms south of Sydney) through which materials in nine (9) languages are purchased overseas on behalf of the fourteen (14) participating libraries. Through the Co-operative participating libraries have access to a wider range of materials at competitive prices.

(2) In 1978 a **Foreign Language Cataloguing Service** was established which provided simplified cataloguing in nine languages for local public libraries and the State Library. Although this service ceased to operate in 1982, efforts to co-operate in acquiring and cataloguing materials in specific languages have continued by groups of libraries forming Special Interest Groups.

(3) Special Grant funding has also been made available for the publication (in ten (10) languages) of a promotional brochure which describes the range of services of public libraries.

(4) In 1985 a pilot Ethnic Storytelling Project was conducted by the City of Sydney Public Library in which a qualified person with language skills trained a number of persons to tell stories to preschool groups.

These are just some of the major projects supported by the State Library of New South Wales. As mentioned previously, the State Library also provides a continuing support role for other activities such as continuing education and consultancy services.

I would like now to turn to a discussion of co-operative arrangements within the area of library services for people with disabilities.

LIBRARY SERVICES FOR PEOPLE WITH DISABILITIES:

BACKGROUND:

According to the 1986 census 13.6% of the Australian population have some form of disability. Factors such as age, degree of disability, level of education, ethnicity, and the environment in which people live mean that the needs of individual people with disabilities are quite diverse. In Australia, it is generally understood that the provision of 'library services for people with disabilities' involves provision of services to families (i.e. parents, siblings, grandparents), carers and professionals, as well as to the individual with the disability.)

(Note: In Australia the term 'people with disabilities' is used in preference to 'the disabled' - the emphasis being on the person and not on the disability. It should also be noted that the term 'disabled' is used in preference to the term 'handicapped').

Development of Public Library Services for People with Disabilities:

Until fairly recently the major areas of library services for people with disabilities were services to housebound and hospitalised people, and the provision of large print materials. It is generally agreed that the International Year of the Disabled (1981) resulted in a much greater awareness of the needs of people with disabilities and provided an impetus for the development of a broader range of services. Service providers generally, and librarians in particular, have gradually become more aware that many people with disabilities do not use services in their community because of factors such as:

- lack of awareness of the availability of services
- lack of educational opportunities
- physical and/or communication barriers
- geographical and/or community isolation; or
- because the handicapping nature of the disability has prevented them from being part of mainstream services

At the same time, it has been clear that librarians have generally had little awareness of the needs of people with disabilities or their backgrounds. A number of measures are being taken to increase this level of awareness and to establish, or improve, services. One such activity is the development of Standards of Library Services for People with Disabilities.

Standards of Library Services for People with Disabilities:

As yet, Standards of Public Library Services for People with Disabilities have not been published however it is hoped that these Standards will be completed this year. The development of these Standards will be the result of a very thorough consultative process between the State Advisory Committees on Library Services for People with Disabilities, the National Library of Australia, individuals with disabilities, and librarians.

In my discussion of multicultural library service I referred briefly to the different levels of Government in Australia. I would like now to expand on this a little and describe the roles of these different levels of Government in relation to library services for people with disabilities.

Roles and responsibilities of the three levels of Government:

Broadly speaking the three levels of Government are:

1. **National Level (Federal Government) - Co-ordination**
2. **State Level (State Government) - Provision of Services**
3. **Community Level (Local Government) - The Delivery of Services**

(Note: As mentioned previously the funding for public libraries is the responsibility of the State Governments and the Local Governments - no funding is given by the Federal (National) Government for public library services).

To expand a little on these different levels:

1. National Level - Co-ordination - National Library of Australia

The Federal Government has no legal responsibilities in regard to public library services. The role of the National Library is to advise and act as an agent for the facilitation of co-ordination and co-operation between the direct providers operating at State and Local levels. In regard to library services for people with disabilities, the National Library has established a Section for Library Services for People with Disabilities which carries out the following functions:

. building and maintenance of the National Union Catalogue of library materials for people with disabilities (NUC:)
. operating a clearing-house to facilitate co-operation in transcribing materials into special formats (Works in Process file (WIP)
. operating a clearing-house of information relevant to those working in the field of library services for people with disabilities
. publication of a Newsletter (Link-Up)
. publication of awareness raising materials
. organisation and support of seminars
. maintenance of a central pool of lesser used braille materials to supplement collections held by other agencies.

The National Library receives advice from the National Advisory Committee on Library Services for People with Disabilities.

2. State level - Provision of Services - State Libraries

The roles and functions of the various State Libraries differ according to the legislative framework in which their libraries have been established.

Of the six States and two Territories in Australia, only New South Wales has a full-time Consultant/Co-ordinator with sole responsibility for developing library services for people with disabilities. Three other States (Western Australia, South Australia, and Queensland) and the Australian Capital Territory, have appointed Co-ordinators who are responsible for library services for people with disabilities in addition to other duties. In general, the State Libraries are responsible for:

- supporting public libraries through an advisory or consultancy role
- facilitating the establishment of resource sharing networks between different libraries and between libraries and other agencies
- facilitating staff training/sensitising programs
- promoting library services for people with disabilities
- ensuring that appropriate resources are made available through public libraries

Each State and Territory in Australia has established an **Advisory Committee on Library Services for People with Disabilities** - I will describe the function of these Advisory Committees in a moment.

3. Local Government Level - Delivery of Services - Public Libraries:

The role of the public library is to serve all members of its community, providing a wide range of materials and services. The funding, organisation and structure of public library services vary from State to State and from library to library. The provision of library services for people with disabilities (or, for that matter, any other group with special needs) within the public library arena is dependent upon the interest and/or commitment of the administrators (eg the Chief Librarians and/or the Local Government officials) of the individual public libraries.

As mentioned a moment ago, each of the States and Territories have appointed an Advisory Committee on Library Services for People with Disabilities. Members of these Advisory Committees are generally appointed in a personal capacity because of their particular knowledge, experience, or interest in some aspect of disability.
I think it is reasonable to state that the combined meetings that are held between the various State Advisory Committees and the National Advisory Committee is probably our only formal mechanism for fostering co-operation between State and Public libraries in the area of library services for people with disabilities.

While there are many differences in the way these various committees function, there is general agreement on the major tasks to be undertaken. This agreement was formalised in 1987 when the various Advisory Committees agreed that **National Strategies** should be developed so that the States Committees and the National Advisory Committee could work together towards common goals. The National Strategies covered the following areas:

1. Training:

There will be a major thrust in the area of training. This will be directed initially towards raising awareness of librarians in the field.

2. Information:

Information services to people with disabilities should be developed and provided in the context of already existing generalist information services.

3. Co-ordination:

A co-ordinated approach to service provision in which local, State and National government administration are linked in a network will be adopted.

4. Liaison:

There will be active liaison at all stages in the development of library and information services with other servuce providers, and consumer groups.

5. Resources:

The production and publication of materials for people with disabilities will be actively stimulated.

6. Profile of Services:

Efforts will be made to develop and maintain a profile of the nature and extent of library and information services for people with disabilities.

The development of these National Strategies is seen as a as a major co-operative arrangement. There has been unanimous agreement that the area of staff training is vital to the further development of appropriate services. As a result of these discussions, the National Library of Australia (in consultation with the various Advisory Committees), has recently prepared a submission seeking funding for the development of a National Staff Training Package. We are all hopeful that this submission will be successful.

I would like now to give a very brief description of the support role provided by the State Library of New South Wales for libraries providing services for people with disabilities.

State Library of New South Wales:
As mentioned previously, the State Library of New South Wales supplements the resources and services of other libraries in this State through its collections and through the interlibrary lending network, as well as providing support through consultancy services.

Provision of Special Grants:
As I discussed in my overview of multicultural library services, the State Library provides support to the public libraries in New South Wales through the allocation of Special Grants.There are many examples of support for library services for people with disabilities through the Special Grants. It is now many years since the first large print collections and housebound (or home visiting) services were established through Special Grant funding. A more recent example of Special Grant assistance occurred within the past few weeks when three of our larger public libraries each received a Special Grant of $20,000 so that they could establish collections of sub-titled (captioned) videos. Each of these libraries will make the video collections available to other libraries within their region. (I would like to add here that money was also given to these three libraries so that they could purchase a telephone device

for the deaf and so that they could run staff training/sensitisation programmes on a regional basis. I will, in fact, be going out in the next few weeks to facilitate the first of these staff training programmes.)

Support through Consultancy Services:

A number of consultancy positions have been established within the Public Libraries Department of the State Library covering areas such as:

- **Childrens Services Consultant**
- **Ethnic Services Consultant**
- **Information Services Consultant**
- **Technical Consultant and**
- **Special Needs Consultant**

Although the Special Needs Consultant has the major responsibility for library services for people with disabilities, all of these consultants contribute to providing advice in this area of library service - advice on access to buildings; resources; staff training programmes; information services and so on.

Support for library services for people with disabilities through Resources:

The State Library also provides direct support through a collection of resources to supplement collections in public libraries. This "back-up" collection includes:

- **large print materials**
- **audio books**
- **high interest/low vocabulary (or easy reader) materials**
- **tape-and-text kits**
- **captioned (or sub-titled) videos**
- **materials about disabilities**
- **demonstration/loan of equipment (such as telephone devices for the deaf; magnifiers etc).**

As mentioned previously, regional co-operative resource sharing arrangements are also strongly encouraged. It is believed that this is particularly important in the area of special format materials. Many of our larger libraries share resources such as large print and audio materials - sharing through arrangements such as co-operative buying arrangements and/or exchange of resources.

Support through Continuing Education:

Staff training and awareness raising have been identified as one of the most important aspects of library services for people with disabilities. Continuous support is given to a range of activities involving public librarians and community groups. The State Library actively participates and encourages workshops, seminars, and conferences as well as trying to disseminate a range of information.

CONCLUSION:

In my talk today I have touched upon some of the co-operative projects which have developed in Australia in relation to multicultural library services and library services for people with disabilities. I called this paper "Co-operation - the key to Services for People with Special Needs" quite deliberately. In each of the two areas of library services for people with special needs that I have discussed today, the keys to equitable services have been perceived in terms of commitment and co-operation.

Earlier this year the State Library of NSW hosted a conference on library services for deaf and hearing impaired people which we called **Opening Doors for Closed Ears** - a title suggested by one of the representatives of the deaf community. Recently, I was delighted to be present at a wonderful talk on Deaf Culture when one of the speakers used this same concept - **Opening Doors** - when talking about access to services. This speaker was urging the people in attendance (mainly people from the deaf community) to make full use of the services which libraries offer. He rightly pointed out that these services will only continue to develop if (in this instance) deaf people use them! He said that it is the responsibility of deaf people to **"take the doors off their hinges"** so that they can't ever be closed again. I believe this young man was talking about a very important aspect of co-operation - ie. the co-operation between the people for whom the services are provided and the people who are trying to provide them. I hope that once the doors have been opened they won't ever be closed again - all our lives will be richer if there is meaningful co-operation on a local, national and international basis.

IFLA GENERAL CONFERENCE, SYDNEY, 1988

Division: Libraries Serving the General Public

Section/RT: INTAMEL

104-INTAMEL 1-E

Public Library Services to Business & Industry

Contribution to a panel discussion on public library services to special groups

INTAMEL Session IFLA Conference

Sydney Sept. 1988

Helen Tait
City Librarian
Auckland Public Library New Zealand

KEYWORD(S):

For internal use only:
Meeting no.: 144
SI: YES/NO

PUBLIC LIBRARY SERVICES TO BUSINESS AND INDUSTRY

The issue of public library service to business and industry is not a question of whether the library should be serving commercial needs (clearly it would be a very lopsided public library collection which held no commercial and technical material at all), but of the degree to which is appropriate to meet the special needs of companies wanting commercial information.

It is an appropriate issue for consideration at an INTAMEL session because it is a particular concern of libraries in metropolitan areas, where commercial users are likely to be on our doorstep and where, in the case of libraries funded by local authorities through property taxes, they are likely to be paying a substantial amount of that tax. Should this entitle them to particular attention in planning library services?

As technological development expands both the volume of information available and the means of storage and access, and as changing social patterns extend the options for use of leisure time and community information needs, the possible roles of the public library have become excitingly and dauntingly diverse. A number of professional studies over recent years have built on the work of Lowell Martin in the 1970s in attempting to define roles and relate measurements of the quality of service to performance goals in various areas. I believe that this definition of roles must be a fundamental part of all our planning. We must identify our users, define their specific needs and decide on the degree to which it is appropriate for our services to attempt to meet those needs.

What special requirements characterise commercial users? Whether they are designing manufacturing, transporting, promoting, selling, or providing legal and financial services, the importance of information to commercial users relates largely to their ability to get a lead over their competitors : to develop new products, find new markets, to obtain demographic information about potential buyers. They also need information about laws and standards to ensure that their product or service complies. In all areas they require up to date information. It must be the latest standard, the latest product development report, or the latest market information to be of value.

The tools required to meet most commercial needs tend to be expensive : Full coverage of national and international standards, trade directories from all over the world, constantly updated. Literature on technological and scientific development is largely in periodical, and increasingly in electronic, format. The fast pace of development of technical and commercial knowledge requires a greater commitment of resources to remain up to date than in for example, Social Sciences and the humanities.

And finally, commercial users want their information processed. They do not want to come to the library to browse or wade through every issue of specialist periodicals in the hope of coming across something of interest. It is this requirement for service that poses the greatest difficulty for public libraries. We may decide that the purchase of commercial resources is important in a library serving the whole community, but can we justify the very high cost of staff required to do research and to process information. Is this a proper charge on public funds?

The steps taken by New Zealand's metropolitan libraries to meet this specialist requirement over the last fifteen to twenty years reflect the development of thought on public spending. Auckland Public Library is the largest in the country, located in the largest metropolitan area (although, because of the boundaries of local authorities, funded only by property tax from the central city and inner suburbs).

In the late 1960s the library established ACTIS, Auckland Commercial and Technical Information Service, and employed specialist staff to meet the needs of commercial users. The success of the service rapidly outstripped the local authority's ability to fund it satisfactorily, and an approach was made to the central government for subsidy, on the basis that the service was being used by companies from a much wider area than the funding local authority.

The National Library, which gives some assistance in kind to smaller local authorities but does not subsidise metropolitan services, saw great value in national coordination of services to business in industry and gained political approval to subsidise and coordinate a nationwide extension of ACTIS. SATIS, Scientific and Technical Information Service, was based in public libraries in Auckland Wellington and Christchurch. Reimbursement of salaries and annual grants to improve specialist resources were provided by the National Library.

Companies joined the service for a nominal annual fee of $25 and paid for such direct costs as on-line searching and reproduction of documents. Service was provided mostly by telephone. Promotion of the concept of one stop service meant that members were encouraged to draw on SATIS for all their information needs rather than just specialist research which would have been beyond the scope of the public library. This meant that much of the work done by SATIS staff was simply duplicating normal public library reference work. There was an at times confusing overlap, and in some cases an awkwardness in relations between SATIS and other library staff particularly those working in the library's Commerce Science & Technology Department.

The service was very well used by some clients and the government's intention of encouraging the country's economic development through the support provided by SATIS' services was justified by many initiatives where success could be directly attributed to information provided. However by 1980 expansion was curtailed by staff limitations, and membership in each of the SATIS centres was closed, pending a review of government expenditure on the service which began in 1982.

The recommendation of the review was that the service had amply proven its value and justified government support, but that expansion should be funded through a substantial element of cost recovery. An exact level was not specified in the review but the level finally adopted was 50%. The basis for payment is a much higher membership fee (currently $ per annum) and an hourly payment for research work done in addition to recovery of direct costs.

The change in the basis of the relationship between SATIS services and the host public libraries with the reduction in government subsidy caused us all to review our role in providing services to the business community. Two of the host libraries felt it was inappropriate to house and make their resources available to a fee charging service, and preferred to make their own free provision for commercial users while SATIS transferred to another base in the city - in Christchurch a polytechnic library and in Wellington to the newly completed National Library Building.

In Auckland, although we had made strong representations against the reduction in government subsidy, we felt that the continuation of SATIS would offer the city's commercial users an alternative which could go beyond the level of service within our means. We will continue to keep the relationship under review and could possibly decide in the future to run our own commercial research service. I think it unlikely, however, with so many possible areas of service crying out for funds for development, that we could justify public funding of a totally free research service.

Another development which has taken place at the same time as the development of the SATIS service is the establishment of private information research companies which compete with SATIS and which also, quite appropriately, draw on the resources of the public library.

The charge for service means that commercial users are now more inclined to differentiate between the processed information or research work, which is referred to SATIS or a private research company and general queries for which they use the free services of the public library. This leaves us to cope with the logic and the philosophy of what should fall within the role of the public library and at what point we should suggest to commercial users that they should more appropriately join SATIS or use outside commercial services.

A library user wanting an on-line search will be charged only direct costs by the public library but may have to wait for a day or two until staff time is available. The service will be provided on demand to SATIS clients, who will pay the hourly fee as well as direct costs.

Although we still have trouble with the logic of arrangements from time to time, I consider that the availability of SATIS membership, which gives an information processing service on a partially user pays and partially government subsidised basis, is a useful alternative to public library service. The public library still pays for the majority of the resources used, and our staff provide access for those commercial users who wish to do their own research, but the reality of the trend in public funding in New Zealand which has taken place since ACTIS was first founded 20 years ago is that it would not be considered appropriate to use public funds to provide a comprehensive commercial research service free of any charge to the user.

This is an example of a more general problem faced by public libraries. If we firmly resist any attempts to impose user charges, we have to face the fact that the limitation on the funds which our controlling authorities are willing to provide will set the limit on what we can do for our users. I suggest that it is important to examine very carefully whether such a limitation is in the best interests of all our users, or whether some would be better served by the option of an extension to services on a user pays basis. In the long run we may be more effective in safeguarding the availability of basic services without charge, by charging for additional, or "value added", services and we may also be proving our continued relevance by providing the range of services our communities need.

The example of the development of the information services which I have described has arisen out of the development of commercial information needs in New Zealand, and the changing perception of the appropriate role of government funding, but very similar developments have followed similar needs and trends in other parts of the world. I am most familiar with the services provided by some of the English borough and county library authorities, but have also read of services in Singapore, Canada and Denmark. As we look at the definition of our appropriate role and the means by which it might be extended in specialist areas, it is most important that we share our experience internationally. I hope that IFLA and INTAMEL can continue to provide an appropriate forum for such a sharing of experience and that those responsible for new developments will take the trouble to share them.

I F L A
1988

IFLA GENERAL CONFERENCE, SYDNEY, 1988

Division: Libraries Surving the General Public
Section/RT: Public Libraries

105-PUB-5-E

ADULT LITERACY PROVISIONS IN AUSTRALIA

by: Carol Yuen and Valerie Moon
Australia

IR052713

For internal use only:

Meeting no.: 121

SI: YES/NO

ADULT LITERACY PROVISIONS IN AUSTRALIA

PART I - DEVELOPMENT OF ADULT LITERACY SERVICES

PRESENTED BY CAROL YUEN, CONSULTANT - INFORMATION
SERVICES, STATE LIBRARY OF NEW SOUTH WALES

BACKGROUND

Here is a letter written recently to the Premier of New South Wales, Mr. Greiner:

> **Dear Mr. Greiner**
> **This letter is the second letter I have written in my life. If you have your way it may be my last. I am an Aboriginal in my forties. A volunteer tutor is helping me to read and write. If you make me pay one hundred dollars I will have to stop. (Sydney Morning Herald, 28/6/88) (1)**

My purpose is not to make a political point (though there are many to be made), but to pick up some of the strands that form the background to the state of Adult Literacy in this country.

Literacy difficulties in the Australian adult population are extensive. A survey (2) revealed that a conservative estimate of 3.7% (or 370,000) of the adult population whose language is English cannot read. For those whose first language is not English, the survey found the percentage jumps to a staggering 55.8% or 800,000 adults who can not read everyday English. No national survey of Aboriginal literacy is available but we know estimates of Aboriginal levels of illiteracy are very high.

This means that we are talking about more than a 1,000,000 Australian adults. We know that currently we help fewer than 20,000 (or (2%) of those people in need.

In addition to this group can be added another three-and-a-half million adults who are marginally literate whether English is their first language or not.

Several important studies for us, have helped to establish our definitions and the scope of illiteracy in Australia. Like most countries represented here we moved away from the concept of conventional literacy, or ABC literacy, the ability to read and write and be numerate, to notions of functional literacy, when in 1958 the UNESCO General Conference recommended the definition:

"A person is illiterate who cannot with understanding read and write a short simple statement on his everyday life". (3)

In 1978 this definition was further refined and made even more 'purpose driven':

"A person is functionally illiterate who cannot engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing, and calculation for his own and the community's development."

We took up the focus of this definition and recognised that a person's literacy level is related to the circumstances of the community in which he/she lives. Different social settings require different levels of literacy. However, Dr. Judith Goyen's survey in 1974 established the notion of 'survival literacy'. When she undertook the first national (Australian) survey of adult literacy her interviews measured an adult's ability to read and respond to:

- **subscriber trunk dialling instructions;**
- **classified housing advertisements;**
- **classified employment advertisements;** and
- **application forms.**

Adults who could not perform these tasks were seen as having difficulty coping with the literacy level required for day-to-day living. In June 1983, ten years after the survey, Dr. Goyen told a seminar (5) in Canberra that she did not believe that the situation had changed significantly.

Another significant measure for Australia was that carried out on over 5,000 14 year old school children.(6) The researchers found that 17% could not comprehend a prose passage and 22% could not comprehend a tabloid style newspaper. Dr. Goyen suggests a lower failure rate for adults on the assumption that some improvement takes place after children leave school. (7) However, extrapolated into the wider population this gives a figure of 1,504,000 who could be seen as having marginal literacy. And again, we need to add to this group the marginally literate amongst those of non-English speaking backgrounds. Estimates put this figure at well over 2,322,000. These people could have difficulty reading newpaper articles , hobby magazines, information leaflets and anything else containing passages of continuous prose.

A number of other investigators have affected our definition of literacy. In 1983, a survey of TAFE students found that on a standardised comprehension test the average score was equivalent to a 13 year old, or a reading age of 13 years. These findings have a number of implications that have been taken up by TAFE to ensure that students coming in to courses use resource material that recognises this 'average level', and have introduced special courses known variously as 'compensatory education', 'adult preparatory education', or 'basic education' to bridge the gaps between average or acceptable literacy levels and levels required for successful completion of courses. This identification of 'at risk' students, I believe, has been a major breakthrough in our realistic understanding of literacy levels in this country. Another important example can be seen in the efforts advocates of 'plain English' have made to 'translate' government publications.

I'm sorry to take so much time establishing this definition and scope but I think it provides a sobering basis for comparison and a prod to those of us who are complacently literate librarians, often with the image of adult illiterates as a curious minority. And it would seem many of us are complacent because our figures are comparable with figures from the United States, from England and from New Zealand.

Back to our letter. Why is it that an Australian adult in 1988 has to write such a letter? What are the factors that have caused literacy difficulties in a country that has 'enjoyed' compulsory childhood education, a 'high' standard of health care and living standards? Are literacy difficulties simply caused by those factors that allow certain groups and individuals in Australia to 'slip through the net'? Are we happy that the standard explanations of childhood illness, emotional difficulties, lost educational opportunities, illiterate parents and racial disadvantage, explain away over 2,000,000 adult Australians whose literacy and numeracy skills ensure that they remain outsiders, non-participators, and certainly non-celebrators in 1988?

We believe that such explanations are not helpful to us as librarians, to categorize people in this way is to make any intervention, any contemplation of a role seem too hard because they are all examples of the way the 'system' has failed and this is too hard (or too big) to change. More useful is the recognition of a pattern - that failure to achieve literacy is commonly part of a wider pattern of failure to develop as a confident human being.

In other words our functional definition of literacy is to be called into question in favour of a more holistic approach to literacy. Put simply, if we recognise that there is a relationship between language and the way we live our lives then greater emphasis has to be given to definitions, to actions that recognise that learning language occurs within the context of relationships and transactions between people. It involves experimentation as we learn to talk and taking risks, the better to understand and to be understood. By the time a child comes to school it is to build on what a child already IS.

The more we talk to adult literacy students, their tutors and other service providers working with adult literacy programmes, the more this view is confirmed. A pervading lack of self esteem, an often relentless resistance to change, to experimentation with language, to taking risks and being wrong sometimes, these are the shared characteristics of our adult literacy students and they have their roots in the individual experiences of individual people. It follows then that, as librarians, we firstly must be alert to this often amazing complexity of adult illiteracy.

This statement does not ignore the fact that there will always be adults who need help with literacy and numeracy who will, for various reasons, have no interest in improving their skills in these areas. Our concern is with those adults who may recognise their difficulties and make the decision to seek help to improve their literacy and numeracy skills through programmes that will ensure positive outcomes.

Ideally these positive outcomes should address the implications of a holistic definition of adult literacy. An understanding of programme outcomes will help libraries make better resource selections to complement the needs of adult literacy students and new readers. In the time available we can only hint at some of these.

Literacy programmes need to widen their aims to ensure that methods cater to the whole process of development - especially trust in others, confidence and indpendence. Programmes (and resources) are required that develop the whole process of language including speaking, listening, reading, and writing. This approach to language, particularly recognition of oral language work can help address that shared fear of language common to so many adult literacy students. Literacy programmes that exercise the freedom to learn through increased contact and the development of more peer-like relationships between students assist students to outgrow dependencies and anxieties associated with their "status".

Finally, and I think this is a crucial area for public library service planning, it should be recognised that individuals are (or potentially are) transforming their lives. Sensitive public contact in libraries, careful plain English guidance through the public library's services and resources, can assist adult new readers to recognise and enrich their new found independence.

Before I finish I would like to give you some idea of the literacy provisions currently available.

There is a variety of literacy provisions in Australia. It is a well attested belief that flexible and responsive modes of delivery are required for different groups in the population. To give you some indication of what

Adult Literacy programmes are like here I have concentrated on New South Wales. Models of co-ordination of programmes differ from State to State however comparable providers are at work. We know that people seek tuition at key points in their lives such as getting the chance for a better job or needing a driving licence. Others recognise that they want to gain confidence or enrich their lives. About the same number of men and women become literacy students, the majority are in the 25-45 year age group and they include people from a wide range of occupations. Currently in NSW between 6000-9000 are being taught at any one time.

Adult Literacy students come in to programmes after having some other person make the first contact for them. Since many students are concerned about confidentiality, adult literacy organisers arrange a short, private interview for them and find out what will be the most helpful programme for them. Some prefer small groups of 3-6 people run through Technical Colleges or Evening Colleges; or for migrants through the Adult Migrant Education Service. Others prefer to learn by themselves, either in their own, or their tutor's home.

Here is s brief outline of the service providers in New South Wales:

Technical and Further Education (or TAFE) - provide 100 colleges throughout NSW. The Adult Basic Education Division is the provider of Adult Literacy programmes.

Currently about 250 teachers with 7000 students work in approximately 73 colleges throughout NSW. Courses vary greatly:

- help is given to potential TAFE students who are screened (rather than tested) to assess if they will have difficulty coping with courses
- courses are provided for community students eg. with volunteer tutors on a one-to-one basis
- most literacy provision is through small groups because it has been found that small groups build confidence. Small groups have been used with Aboriginal adults who learn in 'family' groups. Course content varies because the needs of students vary depending on whether they are trade course students or adults from the community

The Adult Literacy Information Office (ALIO) of TAFE - ALIO is essentially a resource centre providing information and referral about, and to, adult literacy courses in TAFE throughout NSW. ALIO also has an extensive collection of resources that can be used by tutors, teachers and librarians wishing to develop their collections or find appropriate materials. ALIO also provides advice and consultation on a wide range of literacy related matters and produces the Literacy Broadsheet.

In New South Wales, TAFE is our major provider. Its size means that it is the organisation to which our relationship is important and yet in this State largely unexplored.

The Adult Migrant Education Centre (AMES) - For AMES Adult Literacy is a grey area because distinguishing adult literacy needs from the reading and writing needs of someone settling into a new country or language can be difficult. 70% of people coming to Australia come to an

AMES course. Nearly all have a specific reading and writing need eg. to study or to improve personal goals. Other students are longer term - from a lower educational background, perhaps with spoken language - but in their eyes with reading and writing difficulties. Whether students are referred to TAFE or AMES depends upon resources available. Both providers agree that it should depend on student needs ie. If the student is well spoken TAFE is the appropriate provider. If the problem relates to English language acquisition the student should be referred to Ames.

AMES centres are concentrated in the Metropolitan area because of the cost of such provision to country area. Correspondence courses exist and there are proposals for wider instruction for students and home tutors. As with TAFE courses,the content of courses depends on student needs. AMES also have an industry programme where with agreement with employers courses are run at the workplace to improve reading and writing skills.

EVENING COLLEGES - Evening Colleges are another provider whose courses have moved towards specific purpose programmes. Great flexibility in hours is provided because teachers are part-time and students are able to attend outside working hours. About 2,000 students attend Evening College literacy courses. The Board of Adult Education provide $200,000 through State Government funding for Evening Colleges. A further $20,000 is provided for community based groups and through the recent National Language Policy funding $220,000 is available. This money will be used largely in country areas. Courses vary greatly. Some interesting examples include:

- Reading for your licence. The aim here is to get recognition that will lead to referrals to other programmes
- Youth refugee and Family Workers Schemes have had programmes developed for them.
- Inmates of prisons have also had programmes developed by the Evening College to suit the needs of students

LIBRARY PROVISIONS

In 1984 the Public Libraries Department of the State Library surveyed public libraries in New South Wales and, in August we looked again at a structured sample of 12 libraries listed as providing adult literacy resources and/or services.

We found that collection sizes varied from 200 - 4,500 items organised separately from the rest of the collection and graded, though not to a standard. All the libraries reported that their efforts to provide adequate resources for adult literacy students were hampered by the lack of published material at the very basic level and often a lack of recognition by library authorities of the role the public library might have as a service provider.

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CONCLUSION

All of the providers now share a commitment to designing courses that will meet the individual needs of students whatever those needs might be and whatever the reasons for literacy difficulties. Three principles are of particular note:

1. That there should be a variety of literacy provisions. This means funding alternative providers and recognising the need for flexible modes of delivery
2. That the quality of programmes will only be as good as quality of teacher/tutor training and resource backup.
3. That until the cost of inaction on adult literacy (basic education) is recognised as a priority by local, state and federal governments children and adults will continue to cost governments in terms of non-participation in the economic and social life of the country.

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(5) ibid

(6) Bourke, S.F, Mills, J.M., Stanyon, J. & Holzer, F. Performance in Literacy and Numeracy. Canberra, Australian Government Publishing Service, 1981

(7) Goyen, Dr. Judith. Current Affairs Bulletin, February 1985

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D.S. Abeyagunawardena

PART 2. THE 'LIBRARY-LEARNER DYNAMIC' - IMPROVING SERVICES THROUGH AWARENESS AND CO-OPERATION PRESENTED BY VALERIE MOON, SPECIAL NEEDS CONSULTANT, STATE LIBRARY OF NEW SOUTH WALES

I would like to follow on from Carol's description of the Adult Literacy problem in Australia and the 'players' who are currently meeting the needs of the 20,000 or so adult Australians who seek literacy assistance, by expanding on our perceptions of the potential adult literacy client group and by suggesting some co-operative strategies which are necessary to improve the 'library learner' dynamic.

BACKGROUND:

Recently I was asked to participate in a conference with the theme of **Literacy for Living** - a conference organised by the Australian Council for Adult Literacy (ACAL). I was asked to present a paper within the library strand of the conference and to chair a morning workshop - again as part of the library strand. In my paper (entitled **Recognising, Responding, Remedying - the Three 'Rs'**) I explored the 'overlap' which I believe exists between my specialty (library services for people with disabilities) and the adult literacy field.

In the beginning of that paper I stated my priorities in regard to supporting library services for people with disabilities - staff training and awareness raising; provision of materials; and outreach and promotion - describing these in terms of three 'Rs' :

- **Recognising** - awareness of the needs of people with a particular disability;
- **Responding** - knowledge about the materials which are suitable to their needs (this knowledge includes special format materials, equipment, and alternative methods of delivering services;
- **Remedying** - outreach and promotion so that people who have not traditionally received a service from a library will know that they can do so.

My paper advocated a very active role for librarians.

I expressed my belief that the importance of empowering people as expressed in the statement that 'literacy is a process of empowering people to take responsibility for their lives and that literacy is concerned with the 'whole person' is also fundamental to the disability movement. Current programs such as those promoting independent living, integration of children with disabilities into mainstream schools, assisting older people to remain in their homes with community support rather than being admitted into nursing homes, rehabilitation programmes etc. are concerned with the development and needs of the "whole person".

In spite of these many similarities between the two fields of endeavour (adult literacy and services for people with disabilities) my participation in this conference served to highlight the feeling of separateness which I believe characterises the Australian scene in relation to public libraries and adult literacy provisions. I felt this separateness was demonstrated by the fact that I spoke (almost exclusively) to librarians in the specially designated library strand while the people I would like to have talked to - the students, the adult literacy providers and the policy makers - were in other rooms discussing important topics such as sources of materials, the use of computers, student viewpoints etc.

While this was disappointing because I would have liked to have heard the discussions in which the 'other players' in the adult literacy game were engaged, I don't wish for a moment to convey that it was time wasted. In fact, it was an experience which made me think very hard about the present attitudes of librarians and adult literacy providers in this State; about the client groups we are both trying to serve; and about the level of co-operation which needs to exist between us to truly demonstrate a commitment to 'literacy for living'.

Carol's description of the development of adult literacy programmes in Australia has touched upon some of the social and political pressures on literacy and other adult education providers to cater for a number of disadvantaged groups - pressures which have sometimes forced a redefinition of adult education processes. This redefintion is partly a result of a continual re-assessment of who our clients are.

So, who are our adult literacy clients?

Because we have tended to focus on a particular group at a particular time we have, to date, identified our adult literacy clients as:

- **the 'traditional' adult literacy client ie. people who, any number of reasons, are not sufficiently proficient in reading and numeracy to be regarded as functionally literate;**
- **Aborigines;**
- **people from non-English speaking backgrounds;**
- **people with learning disabilities;**
- **people with physical, sensory or intellectual disabilities;**

Note: Programmes for people with hearing impairment; people with developmental disabilities (the preferred term used in Australia to describe people with an intellectual impairment); and people who are recovering from accidents or illness (eg motor accident victims, stroke victims) have only developed in relatively recent years as we have become more aware of the specific needs of these people in relation to literacy.

We also include in our list of clients:

- tutors and other service providers;
- people in isolated settings; and
- youths

In general, public librarians have tended to see these groups as distinct entities to the point where they may actively provide services for one identified group without realising that the same resources and basic programmes could be of value to another group - OR they may have up to three separate collections of similar resources within the one library - each catering for the perceived needs of three different groups - eg ESL, Adult Literacy and people with learning disabilities. This situation has probably occurred because we have tended to focus on the needs of a particular group at a particular time directing our awareness raising efforts towards developing a sensitivity to the specific cultural and/or emotional needs of these groups thereby implying a uniqueness to this group.

I would like to think that we will (in time) move away from labelling people "Aborigine" or "Ethnic" or "Disabled", towards a concept of individuality. I hope that we will consider the information needs of the individual within his/her whole life span - a process which would take account of factors such as ethnicity or disability along with the many other factors which make up the individual.

Recently I read an article by Darlene Weingand (University of Winsconsin) entitled **The Library-Learner Dynamic in a Changing World** in which she suggested that the public librarys' mission is to "**serve the public from cradle to grave as a basic educational and information resource**". If we agree that the library has this responsibility then we must constantly re-evaluate our community's needs (both users and non-users of libraries). We believe this re-evaluation should be based on a level of understanding which include a recognition of the principles outlined by Knowles in **The Modern Practice of Adult Education: from Pedagogy to Andragogy)**:

a. It is a normal aspect of the process of maturation for a person to move from dependency toward increasing self-directedness, but at different rates for different people and in different dimensions of life

b. As people grow and develop they accumulate a reservoir of experience that becomes an increasingly rich resource for learning ... (and) attach more meaning to learnings they gain from experience than those they acquire passively

c. People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems

d. Learners see education as a process of developing increased competence to achieve their full potential in life

As Weingand suggests "these principles of adult development and adult learning need to be brought to bear upon the interaction of the library and the learner...(and) these principles remain the same whether or not the adult's literacy skills have developed to a high level"

Do our public librarians agree with Weingand who says "the opportunity for public library intervention on behalf of the citizens is unparalled; the corresponding reward to the library of becoming part of the community mainstream is equally valuable"? Frankly, I don't think many of them will have thought too much about this.

How do librarians perceive their role?

Recently we arranged a meeting with some twenty librarians to discuss their current experiences in adult literacy provisions. We were surprised (and a little dismayed) to find that many of them had a very narrow view of the potential adult literacy client - some librarians, for instance, did not extend their definition beyond the client for whom English is a second language.

There did appear to be a recognition of the need for clients to be literate in a number of information formats - print, audio, visual, computerisation. There was also a concern that consideration be given to the importance of 'comprehension' as part of the literacy process - particularly in relation to developing research skills. In retrospect I feel this discussion highlighted the librarians' awareness that accessing the information held within libraries is becoming increasingly more complicated demanding higher levels of skills.

It was clear from our discussion that the level of services provided by the public libraries represented at our meeting vary considerably. We have since described this in terms of points along a continuum. We have chosen to conceptualise this as a continuum which ranges from **PASSIVE** to **ACTIVE**.

We have identified four major point along this continuum:

1.**Passive:** Adult Literacy is given a low priority.
Some resources have been purchased but not identified.
No staff training.
No involvement with other service providers.

2.Semi-passive: Adult Literacy is given some priority. Varying collections of resources available and identified by Graded English Reading Plan or other methods - but not distinguished from ESL. One staff with limited amount of knowledge. No active involvement with other service providers. No promotion of services.

3.Semi-active: Adult Literacy given greater priority. Identified, organised resources. Most staff of library sensitised. Effective Information & Referral role. Close co-operation & liaison with other service providers.

4.Active: Adult Literacy given high priority. Well developed and organised resources with evidence of rsource allocation and collection management. One member of staff has co-ordinating role and is identified as a "named person". Other staff members have high level of sensitivity. Active laision and co-operation with other service providers. Active outreach/promotion.

Many of our librarians appear to be located towards the passive end of the continuum. Most have purchased simplified reading materials and, where space permitted, made room for classes to be held in their libraries. A few are qualified tutors, some have become actively involved with other service providers.

We, of course, advocate a much more active role for our librarians. We realise, however, that at a time when the constraints on public libraries seem to be increasing in almost direct proportion to the growth and complexity of information, we need to find a way to convince public librarians to assume the responsibilities which a more active role will demand. Part of this more active role involves a very interactive aspect - through co-operation with the adult literacy providers in our communities. For this interactive role to bear fruit we believe we also need to convince the other players in the adult literacy game that libraries valuable partners.

'How can we develop this co-operation?

We believe that the potential for public library's to participate in the mainstream of education is boundless. How can we encourage our public librarians to assume an active role in regard to adult education/adult literacy? How can we help equip them to assume responsibilities that they have, in the main, felt unwilling or unable to assume in the past? Who do they need to co-operate with to make these efforts meaningful?

To coin some well used education jargon, I believe we have to get back to basics - back to the Three Rs which I outlined earlier. Out first commitments must be to:

- **Staff training/awareness raising/community education (Recognising)**
- **Practical support through the provision of resources and information (Responding)**
- **Practical support with outreach/promotion of services (Remedying)**

How can we ensure that our commitments will bear fruit?

Towards 1990 - Year of Literacy and Year of the Reader:

If we are to assist our librarians to move along to the **Active** end of our continuum by asking them to assume the responsibilities suggested in our model, they would be placed in the position of sharing the overall responsibility for literacy with the public educational system and would no doubt feel entitled to a slice of the public education budget to do so.

Any efforts to gain a slice of the pie would need to be supported by both the library and education professions.

Support from the library profession would need to include not only **a statement of commitment** but also a **statement of action** from the Australian Library Association, from the National Library of Australia, from the various State Libraries, and from individual libraries.

Support through a recognition of the role of libraries in adult education from the education profession would also be vital. Co-operation is a two-way endeavour. I mentioned in the beginning of my paper the sense of separateness I felt when participating in the National Adult Literacy Conference. This feeling did not result from a deliberate act of exclusion - rather it reflects the 'mind-set' that assumes that each 'category' of person in attendance will only want to (or need to) talk to their own professional colleagues. Sadly, in Australia, 'co-operation' seems to have developed into a mainly one-way endeavour - we must turn this around.

I mentioned a moment ago that we (librarians) should be thinking about seeking a slice of the public education pie - we can only do this if our credibility and commitment is undeniable.

I headed this last section **Towards 1990 - Year of Literacy** because we believe that if we are ever to achieve the goals set out in this paper the time to take positive action is NOW. The celebration of 1990 as Year of Literacy is a wonderful opportunity to give impetus to the development of Adult Literacy programmes. Whether or not you see similarities with the programmes we have described in Australia and those in your own countries, I believe we must share the view that this is too good an opportunity to miss - lets not waste it!

IFLA/LAA 1988 CONFERENCE
SYDNEY AUSTRALIA

SECTION OF PUBLIC LIBRARIES

WORKING GROUP ON ILLITERACY

PROJECT PROGRESS REPORT

Ernst DiMattia, ~~Stamford, CT~~ Connecticut USA
Leena Siitonen, FINLAND

¶ It is with pleasure that I report on the activities, programs and plans of the Working on Illiteracy. As one of our colleagues p out to me recently, we should really called the Working Group on Literacy, sin that is indeed the ultimate goal of all our efforts as librarians, information specialists and professionals dedicated t education and advancement of peoples throug the world

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IFLA/LAA CONFERENCE

Sydney, Australia

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Ernest Dimattia, U.S.A.
Leena Siitonen, Finland

It is with pleasure that I report on the activities, programs and plans of the Working Group on Illiteracy. As one of our colleagues pointed out to me recently, we should really be called the Working Group on Literacy, since that is indeed the ultimate goal of all of our efforts as librarians, information specialists and professionals dedicated to the education and advancement of peoples throughout the world.

To this end, several years ago, the IFLA Section of Public Libraries, through its Standing Committee, established a Working Group on Illiteracy to focus on this problem around the world, especially in the developing countries, and to identify the role public libraries play in assisting in community programs aimed at helping the illiterate.

It should be noted here that this program of the Section is in keeping with its series of project themes which result each year in the sponsoring of a major presentation at the IFLA Annual Conference. In Brighton, England last year, for example, the Section's focus was on the subject of charging for public library services;

while this year in Sydney, Australia, the measuring of the performance of public libraries is our featured program topic. Next year the critical problem of illiteracy and the role of public libraries in combatting it will be highlighted with a conference to be held in Paris, France, 16-18 August, 1989, just prior to IFLA's 55th Council and General Conference. Entitled **"Public libraries against illiteracy"**, this presentation will gather, analyse, summerize and report on information on public library services, activities and projects relating to the adult illiterate and the functionally illiterate in various parts of the world. It will report on the contributions made by different countries, as well as suggestions, guidelines, practical projects and the further future work that must be done. It will also draft a series of recommendations for the consideration of the Standing Committee.

The role of the Working Group here today is three-fold. First, we would like to share with you some of the information we have received to date, noting the illiteracy concerns and/or approaches of several of the countries that have already reported on their situations through the submission of various papers. Next, we will share with you our preliminary pre-conference plans and the topics that are being considered for inclusion in the sessions to be held. Lastly, we would like to solicit your recommendations and suggestions regarding this project and its impact on public libraries and the role that they can plan in the eradication of illiteracy. I should reiterate here that we are including in our focus those people who are considered functionally illiterate, in addition to those who lack basic reading skills.

One of the first reports received by the Working Group was from Denmark where the concern for those who are illiterate is greatly overshadowed by a more pressing problem, that of the functionally illiterate. With regard to the basic illiterate group itself, it is considered to be centered primarily within the immigrant population and, although its size is not alarmingly large, there is a negative impact on the children of these people. This is vividly noted in what the Danish report calls "The Matthew Tendency" in reading whereby the group of good readers continues to increase, while at the same time, the group of weak readers is also increasing, although to a lesser extent. This principle is patterned after the evangelist St. Matthew who believed that the best becomes better while the weakest become weaker. Education (including libraries) traditionally rewards the better students but does not, normally, pay sufficient attention to the needs of those who are below average.

Turning to the functionally illiterate, the Danish are concerned as much, if not more, with the larger segment of their population which falls into this category. It is estimated that 15% of those living in Denmark lack sufficient reading competence to properly function in their environments. In order to address this growing problem, a major focus is on out-of-school education for adults, an area in which public libraries play an important role.

In a report received from Hungary which studies an approach to literacy from an Eastern Europe viewpoint, the concept of the right of the individual to receive an education also includes the right to become literate. In this project, the role of the family, in addition to the educational system, is expressed in very important terms. That adults are imitated by their children, that adult readers can set an influential example and that the provision of books in the home is vital, all underscore the critical nature of the parent's contribution to literacy.

The report also focuses on children and youth and emphasizes the need for a "stimulating environment" especially at home. It presupposes that the parents that influence their children are themselves literate and by example shows the importance that adults must place on their own reading and related literacy skills. Although the role of the public library in this regard is not stressed, it does open up some clear opportunities for libraries to support the implementation of this "stimulating environment". This can be done by libraries also recognizing the family as a unit in combatting illiteracy and directing their efforts at more family oriented activities. This, of course, could be the same technique for the development of basic literacy, as well as for the prevention of functional illiteracy.

In the United States, where public libraries have become increasingly active directly in literacy campaigns, the government has allocated substantial funds to encourage more innovative and co-operative programs and partnerships in the fight against illiteracy. Public libraries have been identified as a national source of assistance, especially because they offer the resources and facilities needed in helping people become literate and because they exist and operate in almost every community in the country. Free services, neighborhood locations, and extensive hours of service, all add to the valuable, indeed critical, role that the public library can play in the literacy effort. Being exposed to the vast public resources the library has to offer is also a stimulant in assisting those who cannot read properly to take a more positive and active approach to self improvement.

It is estimated that over 50% of the public libraries in the United States participate in literacy programs of one type or another. Public libraries are also very active partners in the recently formed "United States Coalition for Literacy" which provides yet another approach to mobilizing nationally in combatting the illiteracy problem.

And how about the role of public libraries in our host country, Australia. Although Carol Yuen and Val Moon will be discussing this at some length shortly, I would like to refer to a report entitled "Libraries for Literacy: A Report to the Nation" published by the Australian Library Promotion Council a decade ago. In this study, the author Judith Goyen observes "It has been argued that public libraries should provide a service for the whole community, not merely for an educationally priviledged minority. If libraries are to accept this responsibility, they will have to reach out to those sections of the community which are not being served. One group which should have priority in this process is the adult illiterate who is represented in all groups of library non-users." She goes on to talk about four factors that are important to an effective literacy program in a public library: Co-operation with Community Projects; Use of Competent and Sympathetic Staff; Provision of Appropriate Reading Materials; and Provision of Appropriate Services and Facilities. The Library Association of Australia itself is to be recognized and commended for having adopted an extensive and valuable "Statement on Libraries and Literacy" almost a decade ago and supported its concern with the publication and distribution of a detailed and important "Literacy Kit" to guide librarians in their understanding of, and work with, the literacy program. The L.A.A. is also to be congratulated on having its own special section on literacy to help it better focus on its future activities in this area.

Although these brief reports have helped to address the concerns about illiteracy expressed in several parts of the world, and although there are other projects ongoing involving libraries and literacy, more information must be gathered in preparation for our pre-conference on the impact public libraries can have on the solution to world illiteracy. The Working Group has, and will continue to solicit input from various countries regarding programs related to this issue and will provide a full report at the pre-conference and a digest at the Section's program at the IFLA Paris Conference.

I am now going to ask one of our most active Working Group members, Le[illegible]na Siitonen, (Finland and Kingston, Rhode Island, U.S.A.) to review our plans to date for our pre-conference seminar in 1989.

In conclusion, I would like to underscore that the whole effort to combat world illiteracy is a global one which involves a variety of approaches to the problem, one of which involved the role of the public library. Such organizations as UNESCO, the International Reading Association, the International Institute for Adult Literacy Methods, Rotary International, and, of course, IFLA will further and more emphatically add ~~its~~ their support and commitment to the eradication of illiteracy and the promotion of literacy worldwide.

IFLA
1988

IFLA GENERAL CONFERENCE, SYDNEY, 1988

Division: General Public

Section/RT Libraries for the Blind

77 - BLIND-2/PUB-2 - E

The philosophy of library services for people with disabilities - an incentive to change?

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K E Y W O R D (S):

DISABLED PEOPLE
LIBRARY SERVICES
PUBLIC LIBRARIES
NORMALISATION

For internal use only:

Meeting no.: 135

SI : YES/[✓ NO]

LR052713

Abstract

The Philosophy of Library Services for People with Disabilities - an incentive to change?

It is generally accepted that an implication of the normalisation principle is library services for people with disabilities through public libraries. However, the majority of audio books are available only for blind readers through independent libraries for the blind. This structure as well as the specific distribution of materials from libraries for the blind do not comply with the normalisation principle. The paper discusses how the normalisation philosophy can be implemented by changing the roles of libraries for the blind, by breaking down some of the barriers for restructuring such as copyright restrictions and closed access formats, by cooperation and by public libraries reaffirming their responsibilities for services for citizens with disabilities.

The Normalisation Principle

The philosophy of library services for people with disabilities is, of course, closely linked to the general disability philosophy which for a decade or two has been the normalisation philosophy.

Developed in the 1950s and quickly adopted in the Scandinavian countries, Canada and the USA, the philosophy is now accepted universally though not yet implemented worldwide. The normalisation principle is about normal rights, normal living conditions and equality. The normalisation principle will not make disabled people non disabled or normal. No, the goal is to let people with disabilities live a life which is as normal as possible, with appropriate support.

The United Nations *Declaration of the Rights of Disabled People*, 1975, states that 'all disabled people have the same fundamental rights as fellow citizens - the right to enjoy a decent life, as normal and as full as possible'. Accordingly, evaluations of each individual should lead to that individual living in an ordinary house; attending classes in regular school buildings; working ... and taking part in regular leisure activities ... along with the rest of the population.[1]

Gunnar Dybwad, who worked in the area of intellectual disability and strongly promoted normalisation and integration has said about the normalisation principle that it is 'perfect in its simplicity and brevity' (normal rights, normal living conditions and equality) 'and put into practice, the principle has the most extensive consequences'[2].

It is these consequences that most countries face in their social policies, and these consequences that we as librarians are facing when we talk about library services for people with disabilities.

Library Services for People with Disabilities

I would like now to change our focus from the philosophy behind the provision of services to people with disabilities in general and quickly summarise the current trends of library services as experienced here in Australia and in many other developed countries and try to relate them to the above principles that we all accept. I will concentrate mainly on audio books in the provision of these services as our theme today is Audio Books for Everyone.

People with disabilities have at least in principle been accepted as normal library users. This acceptance is implicit in general declarations of their rights and have been expressed explicitly by international and various national library organisations. The UNESCO *Public Library Manifesto* in its latest revision from 1972 proclaims that the public library should be 'open for free and equal use by all members of the community'.[3]

In relation to services for 'the handicapped reader' the *Manifesto* proclaims that 'Improved means of access, provision of mechanical reading aids, books in large print and recorded on tape, service in hospitals and institutions and personal service to the home are some of the ways in which the public library can extend its services to those who need it most'[4].

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The involvement of public libraries in the provision of services for people with disabilities began with outreach services of standard library materials to institutionalised and homebound readers. With the introduction of the large print book in the 1960s the range expanded for the benefit mainly of elderly users with weakening sight. In the 1970s audio books on cassettes became available and public libraries saw themselves in a position to serve disability groups not previously within reach, i.e. blind and print handicapped readers. The *Guidelines for Public Libraries* prepared for the IFLA Section of Public Libraries describes these users and their needs for alternative materials as follows.

> 'There are many people in all countries who find it difficult or impossible to read a normal printed text as encountered in a book or newspaper. They include dyslexics, aphasics, those who find page-turning difficult, and those who have never learned to read well. Public libraries have a responsibility to do their utmost to satisfy the needs of such people. They can often make good use of talking books and other audio material - though these are provided mainly for blind people - and of books and other printed materials which have been specially designed to make them easy to read.'[5]

Despite the fact that audio books have been available through public libraries for fifteen years now, the range of titles for distribution is limited, a limitation which is further reinforced because some libraries choose not to loan materials that are not available for the population at large. With few excxeptions, the audio books lent out by public libraries are produced either by non profit organisations for the use of blind and other print handicapped readers, or by commercial publishers who aim at as wide a group of users as possible, including both print disabled and non disabled people.

The IFLA *Guidelines* are correct in stating that although needed by a variety of print handicapped people, audio books are available mainly for the use of one disability group, the blind. The *Guidelines* explains that

> 'Embossed literature and "talking books" are often made available to the blind through national organisations. In some cases the provision of talking books is assisted by public libraries through a system of decentralisation. Elsewhere, the role of the public library may be to ensure that people are aware of the services available, or to act as local delivery points.'[5]

The *Guidelines* do not query the existence of this separate library system, nor bring out the apparent conflict with the principles for services as expressed in the UNESCO *Public Library Manifesto* and in the normalisation philosophy. But they demonstrate the reality that braille and audio materials commonly are provided through organisations that are not public libraries.

In most developed countries, library services for the blind were developed already in the last century by organisations for the blind. Using modern jargon one can say that the services supported an early grassroots movement striving for education and employment, equity and access. The services developed in an era where segregation was regarded as the best solution for people with disabilities and naturally followed the same trend. Besides, free public libraries for everyone were still in their infancy.

Over the years many libraries for the blind have developed a great expertise in the production and distribution of audio and braille materials. They have succeeded in responding to users' reading needs, recreational as well as educational and work related, in producing materials tailored to suit their consumers, in fast and direct distribution, and in covering large geographical areas with their services. New complicated technology has been developed and brought into use for a more speedy and comprehensive production and new technology has been developed and introduced for the improved distribution of materials.

Over the years some libraries for the blind have extended their services to also cater for people who because of a physical disability are unable to hold or manipulate a printed book. Generally the average age of users are over 65 years of age.

In most cases libraries for the blind work as more or less self-contained units, producing their own materials and distributing them to their accepted and registered borrowers in a fashion which is equivalent to a homebound service, facilitated by free mailing. They cooperate with other libraries for the blind to avoid duplicate productions and to exchange of masters from which they can copy material of their own standard which match their own production and distribution systems. Materials of non compatible standards are rarely purchased and loaned but may be made available on interlibrary loan.

In most countries libraries for the blind have succeeded in attracting funding from the state, not only for the free mailing but also for their library operations and productions.

The valuable role played by the libraries for the blind should not be under estimated. However, there are a number of drawbacks.

. The library service is maintained as a special service delivered at a distance. It is not provided as a normal service in the community where the blind or otherwise disabled reader lives - the principle of normalisation has been forfeited.

. The audio and braille products are available only for use of registered borrowers of the special library.

. Many agencies are limited as to whom they may provide services. For example, agencies originally funded to aid blind people can only offer their services to legally blind people and not to the wider group of print handicapped people.

. Because of the distribution system based on mailing, the borrower has got a limited choice as to which book he wants to read when. Browsing is impossible and access to professional readers advisers limited.

The quality of services varies from the excellent to the very poor.

- The library service provided is not a total library service including reference and information services.

- Because the relatively large number of organisations involved in production and specialist services in most countries work without coordination and often also with limited cooperation we encounter duplication of efforts and services; we also encounter gaps in services.

- Voluntary agencies in general still employ a low proportion of professionally qualified staff.[6] This affects the quality of products and the quality of services.

Why two separate systems?

Why do the two separate library systems continue to exist?

- Because it takes time to change systems and accustomed ways of thinking?

- Because Government impetus, additional funds for transition, reallocation of funds and development of policies for normalisation of services have not yet gone very far?

- Because public libraries do not have sufficient materials and trained staff to provide a comprehensive service?

- Because many special libraries are private organisations which choose to work independently?

- Because some disability organisations with library services are not interested in letting go of their services or in sharing their resources?

- Because special libraries are afraid that their users might be dumped if services are restructured?

- Because special libraries do not believe in the normalisation principle?

- Because people with disabilities are used to being grateful for what they do get and do not push for change?

- Because unserved consumers are not vocal?

I am sure that you will agree that this list contains many of the fundamental issues that will need to be addressed as we, in our individual countries, attempt to work out a relationship between the two library systems.

As the theme is Audio Books for Everyone, I would like now to change the focus from these broader issues back to the issue of audio materials, and highlight where particular roadblocks are being encountered, indicating the changes that are evolving between libraries for the blind and public libraries.

Tailoring of Materials

As already mentioned, many special libraries for the blind over the years have developed expertise in tailoring the audio book for its intended audience. They know and respect that the print handicapped reader wants access to exactly the same information as the non disabled reader, and work to achieve the ideal: to give the reader of the audio book exactly the same information from the narrated book as readers get from the printed book. This implies word by word, cover to cover narrations by professional narrators; no cuts, no abridging, no improvements to vocabulary and no dramatising of the text; even non text information has to be transferred to oral communication.[7] The special library producer also knows and respects that handicap compensating measures have to be taken in the production of the audio book to enable the print handicapped reader to identify and use the book. This includes bibliographic data, information about cassette sides and tracks and directions for the handling of each cassette. Furthermore, measures have to be taken to enable the reader to find specific text passages by the use of audio indexing. When done well, this tailoring is the work of experts. Even packages and cassettes are labelled in braille and placed in boxes that are easy to handle for elderly people.

Some commercial producers of audio books are unaware of the specific needs of print handicapped readers or simply disregard them because they feel that the material becomes too complicated to deal with and too complicated to use for the non disabled user. This happens despite the fact that guidelines for productions of suitable materials have been developed in many countries, and despite the fact that this assistance to the print handicapped reader is an assistance to all users.

This level of awareness and hesitation on behalf of the commercial publisher to produce well adapted materials indirectly delays the termination of the separate services. What is gained by publishing for mainstream distribution is partly lost because of product disadvantages.

Closed Access Format

It is unfortunate that the provision of audio materials in many countries has resulted in the use of different formats, two track and four track. The four track system is developed to facilitate the specific needs of libraries for blind and physically disabled readers. It has the advantage of keeping down costs of materials as twice as much material can be recorded on one cassette; when halving the recording speed it can contain four times as much information.* This affects the cost of packages and storage as well as tape and cassettes. Apart from a poorer audio quality, the disadvantage of the four track system is that cassettes cannot be played on standard cassette players. This is why it is often called a 'closed' system. Special playback equipment has to be taken into use which is not available from ordinary stores or hi fi shops. It is designed as, and regarded as, a technical aid for reading, not an average household effect. Most libraries loaning four track books also loan the machines free of charge.

Two track books are produced for a wider and less restrictive distribution than the four track books. Publishers of the standard speed, standard track cassette books are both commercial publishers aiming for the widest market possible and non profit organisations aiming at a distribution of materials to print handicapped users through the ordinary library system. Their production costs are higher than those of the special libraries because the product is more tape and package consuming and because royalties might have to be incorporated in the price. However, because their market is much wider, more copies of each title are manufactured, thus decreasing the price per copy considerably. Because the cassettes can be played on standard playback equipment, the format does not block the road for distribution through public libraries to everyone who needs the alternative format to be able to read.

Copyright Restrictions

Another roadblock for closer cooperation between libraries for the blind and public libraries, yes even for closer cooperation between the special libraries, are the restrictions for usage agreed upon in contracts between the non profit audio producer and the copyright holder. The reason for the restrictions is mainly a matter of money.

In most countries permission to reproduce a literary work into another format such as audio has to be granted by the copyright holder. If the audio product is aimed at a free market, the copyright holder may require payment in return for permission. However, if the distribution is to be limited to blind or print handicapped readers, many copyright holders generously grant permission without charge. To ensure a limited distribution they may attach conditions such as limitations on the number of copies produced or on their circulation. They may also require that reproduction is restricted to the closed access four track format.[9]

With more and more commercial producers entering the audio book market, authors and traditional publishers are becoming increasingly aware of the possibilities of the audio media as a supplement to traditional publishing and as an additional source of income. Consequently, if permissions are granted without claims of royalties, increasingly conditions which limit services, such as the ones mentioned above, are being imposed.

This seems a most unhappy situation in a period of transition to distribution of materials for people with disabilities through public libraries.

The copyright barriers can be removed in two ways: by payment in return for permission or by legislation, or both.

Countries such as Sweden, Norway, Denmark, Finland and Japan already have enacted special provisions in their copyright laws which give permission to production of reading materials for people with disabilities without the permission of the copyright holder of the literary work. In Denmark and Norway the legality is dependent upon the payment of royalties. In Sweden, Finland and Japan no payment is required for reproduction.[10]

Roadblocks can be Overcome

Audio books for everyone who need them because they cannot read standard print is a right; that the books are specially tailored for their needs is part of this right. Availability as a normal service from the local library in the community where the print disabled reader lives is a principle we are striving to implement; open access format and copyright permissions that ensure this distribution is part of that principle.

The roadblocks just discussed are generally regarded as the major barriers to restructuring, the major impediments to change. By highlighting them in the context of principles and in the context of some very fundamental issues I hope that I have succeeded in pointing out that the roadblocks really are not roadblocks unless we choose to let them be so. They can be overcome. Just look to Sweden, or to Denmark.

Challenges of Change

When Alice Hagemeyer, the Librarian for the Deaf Community in Washington DC, earlier this year addressed Australian librarians on services for the deaf in public libraries, she quoted Regina Minundri, past president of the American Library Association, who in her inaugural address in 1986 explained why she chose the theme 'Diversity: the challenge to America's libraries'. She said: 'I have chosen "Diversity ..." because I believe that the United States continues to undergo profound changes. These changes have affected and will continue to affect our culture, our society, our way of life. Our diverse and complex society demands creative and innovative libraries, information centers that have the capacity to recognise, respond and react to changing clientele and changing needs'.

Alice Hagemeyer added 'I believe you agree that the public library has no choice but to change, it must'.[11]

She said this with special reference to services for the deaf but could have said it with reference to services for all people with disabilities.

With special reference to services for the blind and physically disabled and for all other print disabled people, I would like to say: I hope you agree that the special libraries have no choice but to change, they must if they are to have a future.

The special libraries have to recognise, respond and react to changing clientele and changing needs. They must accept that the aspirations of the majority of people with disabilities are integration and normal services, and accept that their role as producer and distributor has to change. They must accept that they must react to the needs of a larger group of print disabled people than the traditional core group of blind and physically disabled users; they may have to accept the need to pay a copyright holder royalties in order to make his work available; and they must accept that with a wider group of consumers and with distribution mainly through community based libraries, the audio format has to be made more accessible, i.e. by using standard recording methods and formats.

I believe that the challenge now facing libraries for the blind is to accept and live up to the normalisation and integration principle.

A consequence of this is to share their materials with the mainstream libraries, produce for the mainstream libraries. They may even have to concentrate on the production of high quality handicap compensating materials and may even produce new types of materials not necessarily of benefit for the blind such as book and tape kits. They could also develop standards for production as guidance to other publishers as to how they too can produce all these materials well. They may have to let go of their library services or may have to establish back up collections - though these could just as well be established in central libraries such as the state libraries here in Australia. During the transition period their role could be to play a supportive role to the public library sector and fill gaps that may continue to exist for some time and take on, for instance, homebound services for libraries who cannot provide these and services to users in isolated rural areas, and also on demand productions. In a situation like this all available audio materials should, of course, be acquired and loaned.

Production facilities may even have to amalgamate with others to become as efficient and good as possible. The same goes for the library services. Resources are still too few and equipment too expensive to allow duplication of effort, resources and services.

If these are the challenges to the libraries for the blind then what are the challenges to public libraries? Public libraries should of course also live up to the normalisation principle and provide access to an adequate range of stock which meets the specific needs of people with disabilities that affect their ability to read. They must provide access to materials with possible copyright restrictions attached as well as to non restricted materials. They should report to national union catalogues and provide efficient request services to ensure the availability of the national collection and access to the international as well. It is important that public libraries also provide access to specially qualified staff able to provide advice, assistance and encouragement and provide adequate reference and information services, including information relating to disabilities, self-advocacy, service providers and other disability related issues. This service may necessitate the availability of technical reading aids or personal reader services.

Also access to local information must be provided through the public library, for instance through the production of local newspapers.

Bibliographic Control

It goes almost without saying in this group that bibliographic control of the materials is a crucial factor for the success of a decentralised library service. National bibliographies and union catalogues listing the national production and the national holdings are essential for interlibrary purchasing and for interlibrary loans.

Similarly, it is crucial that producers and publishers do not duplicate one another's efforts. Registration of works in process by all producers is of utmost importance to avoid it. As well as preventing unnecessary duplication, the works in process register together with the national union catalogue or the national bibliography provide an overview of the existing and forthcoming national collection, thus assisting producers and libraries in identifying gaps that need to be filled.

Conclusion

At the introduction of this paper I quoted Gunnar Dybwad who said about the normalisation principle that it is 'perfect in its simplicity and brevity and put into practice it has the most extensive consequences'. I have tried to highlight what I believe the consequences are in relation to library services for people with disabilities and I have focused on problems and roadblocks and drawn up possible avenues leading towards change.

Preparedness and ability to change with the times is vital. If you do not evolve with the times you will eventually die out, just like the dinosaurs of the past. Times are already changing. It is my hope that the libraries for the blind will not become dinosaurs, that the future holds a role for libraries for the blind, with a redirection of emphasis back to production and the development of a strong cooperative relationship with public libraries, reaffirming their role to carry the responsibilities for library services also to people with disabilities.

What it takes to get there is a belief in the rights of people with disabilities to live a life which is as normal as possible within the community, with appropriate support; the effort to build up services and systems that are based on these values; and the commitment to live up to them.

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About the author

Susanne Bruhn has been the Chief Librarian of the National Library of Australia's Section on Library Services for People with Disabilities since March 1987. This Section is committed to the improvement of library services for people with disabilities in Australia. This is occurring through the maintenance of a Union Catalogue of Library Materials for People with Disabilities, a Works-in-Process register, publications which aim at informing about issues relating to library services for people with disabilities, and through the implementation of other programs that bring together the activities of numerous public and private bodies into a cooperative national network.

Prior to taking up her duties at the National Library, Susanne worked for eight years at the State Library and Printing House for the Blind in her native Copenhagen, Denmark, where she was responsible for its Acquisitions/Cataloguing and its Talking Book Editing and Recording Sections.

Susanne was educated at the Royal School of Librarianship in Copenhagen, specialising in Public Library Administration and Outreach Library Services.

IFLA
1988

IFLA GENERAL CONFERENCE,SYDNEY, 1988

Division:

Section/RT:

89 - BLIND/PUB-3 -E

Audio Services for the Blind and Partially Sighted in Public Libraries

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KEYWORD(S):

Visually impaired
Public libraries
Audio materials

For internal use only:

Meeting no.: 135

SI: YES/NO

IR052713

AUDIO SERVICES FOR THE BLIND IN PUBLIC LIBRARIES

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The communication of information is a library's main task and when we consider a public library we think of its role as a focal point in a community, and the way it relates to that community. A public library serves all categories of person - the old and the young, the able and the disabled, the gifted and backward members of the community. It is in a unique position to inform - not only individuals but also groups of people. Communication - the art of understanding and being understood - is essential in any library and information service, and this presents a number of challenges to public libraries in their efforts to reach all the various categories of user they serve. With regard to members of a community who have an impairment of one kind or another, staff in public libraries must of necessity be concerned that information and related services reach their users in formats most appropriate to their needs.

In Guidelines relating to audiovisual provision in public libraries, the IFLA Round Table on AV Media stated:

> "Audiovisual materials can reach out to sections of the public for whom the traditional print-based materials have little impact, e.g. to those who are reluctant to use the printed word, to those with visual and other handicaps".
>
> (Guidelines for AV materials in public libraries, in IFLA Journal, Vol.11, no. 3, 1985. pp.234 - 9)

In this paper, we are discussing the library needs of blind and partially-sighted people and, as the title of my paper suggests, I shall be talking about some of the audio services provided by public libraries. Because the previous two speakers have concentrated on the provision of talking books, I shall start by continuing that debate a little further, but I also want to draw attention to other ways in which public libraries have sought to meet the needs of print-handicapped users, through various other audio services.

My examples are drawn from observations of practices in the United Kingdom, where the development of public library services to the blind and partially-sighted seems to depend very much on the resources and enthusiasm available locally, and consequently can vary enormously.

Talking Books Within the last few years, the amount of literature produced in talking book format has increased considerably in the UK. It is still not at a satisfactory level, but the situation is improving gradually. It is now accepted by public libraries that talking books are a 'good idea' and, from a producer's point of view, that there is a market for them. However, because of the cost of production and because the marketplace is small (compared with that for printed material), the number of titles produced is extremely restricted. Understandably, commercial producers wish not only to meet their costs but also to make a profit, so they tend to concentrate on titles likely to sell well. This may satisfy the needs of the majority, but it does mean that specific interests are not met so easily and the range of subjects is limited.

Let us consider the various commercial and semi-commercial talking book publications:-

a) **General literature** - novels and popular non-fiction titles
In the UK, it is encouraging to note that new publishers of spoken word recordings are continually appearing. As has already been stated, the range of titles is quite limited, but their popularity in libraries grows, particularly unabridged editions of books. With an increasingly older population, such provision will be even more important. Well-known producers in the UK include Chivers Audiobooks, Ulverscroft Soundings, Cover to Cover, Listen for Pleasure. Some library suppliers issue lists of titles in their stock, and will re-package them ready for the shelves.

b) Educational and special interest titles

It is necessary to search harder for commercial recordings to suit particular interests. Many can be acquired from educational publishers; some are produced by specialist professional associations. Soundwords, Sound Health Service, Lake Isle, New World, and Pitman (for shorthand and typing) are examples of the more specialist producer. For someone wishing to learn a language, there are hundreds of courses designed for a variety of needs - from the short holiday phrase-type course to the long in-depth study of a language. Linguaphone is the best known longer course, but many book publishers, e.g. Heinemann, Harrap issue shorter courses.

This is an appropriate point to mention that many public library authorities will also loan out playback equipment to those with a visual impairment, in recognition that a print-based library service is of little value to print-handicapped borrowers. This is appreciated by the elderly, especially those who have recently lost their ability to read and for whom such a loss can be quite a traumatic experience. It also acts as a interim measure until they join the British Talking Book Service which is run by the Royal National Institute for the Blind (RNIB). Many public libraries will also pay a borrower's subscription to the RNIB.

Public Library in-house productions:

a) Taped books

In the UK, several libraries are supplementing their talking book collections with their own in-house recordings. Certain subjects, particularly those with a strong local flavour will not be tackled by the commercial firms wishing to sell nation-wide. Local Studies is one subject which is popular with everyone, whether they have a disability or not. Those libraries with a programme of recording choose which titles they wish to record, obtain copyright permission where necessary, and organise the actual recording of the texts. Narrators will be from the locality, and are usually volunteers. The library often has a group of helpers who give of their own time to record onto tape items for visually handicapped people.

Gateshead Public Library in the north of England has been recording local history titles onto tape for many years. These tapes are also shared with a neighbouring authority, Northumberland County Libraries. Dorset has also taped a small number of general titles to supplement their main collection.

b) Information services - answering enquiries onto tape

Cambridge Libraries, in conjunction with their Social Services staff, have a well-developed service to the blind and partially-sighted. CAMREAD, as the service is called, will record onto tape excerpts from books and other publications in response to individual requests. There is also a personal one-to-one service to help individuals with more personal correspondence and other matters.

Richmond Libraries has issued a recorded guide of its services, and this includes community information likely to be of use to those with a problem with their eyesight.

c) Oral history

Many public libraries have undertaken oral history projects in their localities. The resulting tapes, containing the voices of local people recounting past experiences to do with their work or their lives in the neighbourhood, are valuable resource material for local historians, teachers and anybody researching into the life of a place. Suitably edited, oral history tapes make an invaluable contribution to any spoken word collection in a public library. But they have other applications, and many libarians have found that these reminiscences have helped fill gaps in commercially available materials. The attractive and easy form of communication also make them very popular with the general public.

Many public libraries have embarked on such recording projects in the UK, and staff have made use of these tapes when talking to outside groups. Oral history, because it involves local people reminiscing about their own community, their work in the locality and events in the area, relates very powerfully to the individual - and may even encourage the listener to recount his or her own story.

d) Taped items for ethnic communities

The language barrier felt by immigrants is an area where taped services can play an important part. In the UK, we have a large Asian community and in one of our larger library authorities, Leicestershire, an attempt has been made by the public library to offer a taped information service in Gujurati. Elsewhere, Ethnic Community librarians have recorded stories and traditions of their home countries onto tape and made these available, either to individuals or for use in groups.

e) Talking Newspapers

The Talking Newspaper movement has gathered momentum over the past decade and there are now several hundred organisations in the United Kingdom which issue a taped account of news on a regular basis to those who are visually impaired. The Talking Newspaper Association is a guiding force in this area and has offered a great deal of help to groups setting up a talking newspaper scheme. It has also issued a directory of such services throughout the United Kingdom.

Some public libraries are involved in producing and/or distributing local talking newspapers. Groups of volunteers meet regularly to edit and record items from newspapers. The public library can help in a variety of ways:-

a) by offering premises and equipment to the local Talking Newspaper group for recording purposes
b) by providing the reading materials needed for the recordings; also forwarding relevant community information to the editors
c) by co-ordinating the work of the people involved
d) by maintaining the membership files and by organising the distribution and return of tapes (free post)
e) by publicizing and promoting the service

Help with any, or all, of these aspects of Talking Newspaper provision is greatly appreciated by those giving the service. Many public library services throughout the country are involved with talking newspapers. A particularly lively and successful example in the UK is the Harrogate and District News Tape, which began life through the efforts of the local Round Table. In time, schools, individuals, the library and a local benefactor brought together a highly sophisticated operation, producing tapes of a very high standard.

Many national newspapers and magazines are also available on tape. In 1986, a new organisation called the Sound Press for the Blind was created in the United Kingdom and, amongst its other activities, this issues a free magazine called the "Weekend Listener", which gives 'articles' on consumer information, consumer rights and current awareness.

Music provision

In a paper devoted to talking about audio services to the blind and partially-sighted, one must not overlook the importance of music. So many blind composers and musicians have contributed to the field of music, that its importance cannot be ignored. Virtually all public libraries in the United Kingdom have a music sound recordings collection and, in recognition of the importance of sound for those with a visual impairment, this is usually available free of charge. Visits to the library to select items is not always easy in a busy music department unless a blind person brings a sighted friend - but, in the case of the elderly and housebound (where there is a more personal service), use of music audio recordings is much appreciated.

Radio services

In Louisville, Kentucky, USA, the public library has two radio stations. One relays music all day (without the advertisements); the other relays a more varied and general interest programme, based on a large audio collection in the library which has been specially created for transmission purposes. The recordings will include tapes of local events, local concerts, lectures at the local university, and library productions - as well as specially purchased broadcast programmes such as those from the BBC. These are transmitted on closed-circuit radio to groups and individuals in the locality; also to hospitals and centres throughout the town. It is an ambitious venture, but has been in existence now for over twenty-five years and its holdings total over half a million items. The public library records and broadcasts to its users - and its users can also ask for specific items to be relayed direct to them - because it is on closed-circuit transmission.

I mention this service as an example of how organisations for the blind can use services offered by the public library. Not many libraries can offer such a highly-developed service, but perhaps it is an opportune time for public libraries to liaise more closely with local radio stations and to participate in an 'awareness programme'. This could serve two purposes - provide a forum for blind people to raise issues of concern to them and also give the local authority the opportunity to give out information which will promote their services (as well as respond directly to enquiries). The public library service is in an ideal position to co-ordinate this type of service - to bring together information relevant to the blind and partially sighted, and to find the answers to questions.

Kurzweil Reading Machine

There is not the time to itemise everything that a public library should be doing or providing in order to give an appropriate service to print-handicapped readers. However, mention must be made of the Kurzweil Reading Machine which many have found so useful. It increases a person's access to the bookstock of a library. Sadly, few public libraries in the UK have these machines, although the numbers are gradually increasing. There is a need to improve the availability of these KRMs, as well as a need for local authorities and communities to provide the funding necessary for their provision.

Integration of services for the blind

Public library staffs are very positive about helping individuals find what they want in a library - and if there is a disability, they will (usually) go out of their way to help. However, it is increasingly being acknowledged that many disabled people (whatever the disability) wish to retain their independence as far as they can. This is very understandable. A sensitive librarian will respect this, giving the necessary help as unobtrusively as possible. Staff need training, but there is a growing recognition of this aspect in service provision.

However, many of our libraries are old, with physical barriers such as steps, security gates, and various other hazards to overcome before one gains access to the building. Once inside the building, a blind person has to find the department he is looking for; with luck someone may have done a relief plan of the building, but this is rare. There may be a staircase to be negotiated, certainly there will be corridors and corners to turn down - and once within the desired department, there may be further obstacles, such as island stacks, enquiry desks, chairs and even tubs of decorative flowers or trees to negotiate. All very attractive from an architect's viewpoint, but presenting quite serious problems from someone with impaired vision.

Having found the department, one then wants to choose an audiobook or some music to borrow. Some public libraries have brailled the titles on the cassette boxes; the majority have not. Also, not everyone can read braille. This means that staff must be prepared to take time to help. Many visually disadvantaged readers will bring a friend with them; many more send relatives or friends. This helps, but it does not enable a person with a visual impairment to use the library as independently as he/she might like to. In short, there is much that public libraries could do to make a library visit easier for those with disadvantages. (This applies to other disabilities as well, for example, the hearing impaired.)

It is important, though not essential, that a disadvantaged person knows the name of the local librarian on his/her first visit to the library. A personal contact can overcome many barriers and a thinking librarian can also plan ahead to make the service more accessible to the visually handicapped user. In my own library, which is a specialist music library, we have a number of totally blind users, who have come to relate directly to various members of staff. When we learn that a borrower is taking a blind choir abroad and needs to obtain certain pieces of music in order to get them transcribed, somehow it adds a further meaning to our work. Some public libraries have also built up very good relations with the various blind orgnisations in a community - helping with audio provision, whether it be audiobooks, music or the talking newspaper.

The Future

Public libraries still, in my opinion, have much to do to provide even a basic service for disadvantaged people. Some authorities have attempted more than others, but provision is haphazard. To proceed further and faster, there is need for a co-ordinated programme of action involving individual members of a community (including those with the disability), the various relevant organisations, the local authority, and librarians themselves. A good training programme which alerts library staff (particularly those on the counter, the first point of contact for the public) to the problems as experienced by disadvantaged people is essential to a better understanding of how to help.

Within IFLA, we have a core programme called the Universal Availability of Publications (UAP). We need to encourage more commercial organisations to provide more audiobooks, to provide more equipment and facilities (such as the KRM) at an economical price, in order to open up the resources of a library. Should more pressure be brought nationally? More positive support from governments, for example? How are such services presented in National Information Plans? How easy is it for all interested parties to work together? To what extent does the national library service for the blind liaise with public library authorities, and vice versa? The answers to all these questions will vary from country to country, but in order to co-ordinate provision and establish a standard, they need to be addressed.

UAP is about access to information - and public libraries (and their librarians) play a vital role in this. To return to my first statement - that public libraries are provided in the community, for the use of the whole of that community - I wish to underline the need for all librarians to take a critical look at their services and to evaluate the effectiveness of those services when related to people with special needs. It affects all services in a public library, not just the Special Services Section, as the aim of public libraries should be to make the entire library service as accessible to as many people in the community as possible.

IFLA GENERAL CONFERENCE, SYDNEY, 1988

Division: LIBRARIES SERVING THE GENERAL PUBLIC
Section/RT: Children's Libraries

86-CHILD-3-E

CHILDREN'S LIBRARIANS--PROVIDING TOWARDS A LIFELONG HABIT OF READING

by

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KEYWORD(S):

Children's reading
Library programmes--children
New Zealand libraries
Literacy

For internal use only:

Meeting no.: 108

SI: YES/[✓ NO]

IR052713

Abstract

Librarians have a great faith in public libraries, but children's librarians must become more politically adept so that library services to children are seen as socially useful. Children's librarians must not give in to the temptation to isolate themselves. By documenting the services provided, children's librarians can ensure the conintuance of these services. Libraries must develop programmes that assist children in becoming literate. Buildings can be made inviting and books introduced in an encouraging way. Several types of effective programmes are described.

CHILDREN'S LIBRARIANS - PROVIDING TOWARDS A LIFELONG HABIT OF READING

As librarians we have a profound belief and faith in public libraries. Libraries are the provider of equal opportunity and access for all people in their recreational, education and informational pursuits. The vast storehouse gathered from the long history - that originated in story telling traditions that became story reading. Myths and legends and fairy tales that have been told and retold and interwoven with our history to become legend and reality. Stories of the past, our whakapapa[1], histories of the future; taniwhas[2], korus[3] and pounamou[4].

Today our repositories of knowledge have converted or are converting to the new technology; computerised systems; instant retrieval of information, dial dialogue. All this sophistication is leading to higher costs; increased funding needs. User pay cries have increased from a mumble to a wail. The user pays philosophy undermines the whole essence of library philosophy; and particularly undermines the egalitarian principles of equal opportunity and equal access for all. Noted proponents of user pays have even gone so far

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[1] Whakapapa: genealogy, family tree in Maori culture

[2] Taniwha: legendary moster, usually living in water in Maori folklore

[3] Koru: new life

[4] Pounamou: representing art and treasure

are reduced, the bookstock is cut back, and new as to suggest that only those who can afford library services should pay, putting librarians into the insidious position of judges of the individual purse.

In New Zealand the discrepancy between the haves and the have-nots in our present economic climate are as marked as ever. Despite the best will the educational system has not provided a nation of literates. Despite our best will, librarians and teachers have not produced a nation of readers.

And in times like the present, in terms of economic downturn, which is occurring in New Zealand today, the illiterate become exposed, easily exploited and discarded. Today in New Zealand somewhere between 20-30% of the population are functionally illiterate, that is two/three people out of ten are illiterate.
What can we do?
What can children's librarians do?

We are in the age where for economic reasons or reasons of convenience there is a movement towards replacing specialisation with generalisation. This has serious ramifications for children's librarians - and for the subject of children and reading. It has happened already overseas and it has happened in New Zealand. What happens first is children's librarians are not replaced, or are moved out from the childrens section to the main library. The children's service is administered by librarians with no special children's training, the hours of opening of the children's library are reduced, the bookstock is cut back, and new services are not introduced. The problem is mainly economic - and the problem is also in the lack of understanding of the full role of a public library.

The solution lies to a certain extent with children's librarians themselves.

Traditionally children's librarians in public libraries are people who are seduced by and enthusiastic for children's literature. Children's librarians read. I do not mean to say that librarians do not read. But we know that children's librarians really do read books. And they promote them. They are skilled in knowing the right books and the best books for children. They are skilled at matching the best book and the right child. They are skilled at knowing their product and knowing their clientele and matching them up. That is, they know their product and understand their marketplace. It is a skill that today is easily overlooked in a public library. Where the real problem is funding. Where the real problem is diminishing resources for buildings, updating buildings, funding for staff, funding for automated systems - funding for the new technologies. Libraries are pushing to be recognised as leaders in this new information age - to be in the forefront; to be recognised as information specialists.

With all this pushing and striving by libraries anxious to be seen and in the right mode for this information age - perhaps some fundamentals, the basics are easily overlooked. For children's libraries not to be overlooked and for children's librarians to get their fair share of the diminishing resource they have to become more politically adept. Children's librarians have to climb down from their ivory towers and tackle the real world, and the real problems. Now, wait a moment you can say, the real world? - The real world IS reading, and reading skills and books and reading programmes - isn't it? Where is the real world in all the new technology and information power? Surely the real world starts with reading? Reading and literacy is a highly regarded skill - and yet it is also so common and so taken for granted that we are in danger of overlooking the very fundamentals that are required, that are needed, for everyone to attain these skills. It is this paradox that librarians, teachers and educators must address. So, librarians, to effectively enhance and encourage your reading programmes in your library and extend these programmes into the community you have to play a greater role in your library.

One of the attractions of children's librarianship and one of the dangers is that it is so easy to shut yourself away and concentrate on the specifics of your job. Children's librarians must involve themselves, and commit themselves to the whole range of librarianship. It is oh so easy to read reviewing journals, select and read the books and generally lead your little ivory towered existence. A kind of elitism. But as librarians, the most effective way to build up your resource is by lobbying your chief librarian. By documenting your programmes by providing proof of the services you undertake and need to undertake to expand and be effective; remember your clientele - children do not have political clout. Your borrowers are not the people who make the decisions at council, or local authority. Your borrowers are not the people out there with the money or the power. Your clients are largely invisible. And when they are visible they are often blamed as the source of the problem 'children don't read today - be cause they are too lazy; watch too much television; play space invaders ...'

So you have to work doubly, on their behalf as well as yours. The future of children and their reading is partly dependent on your efforts and your ability to present and exploit this need - to other librarians, educators and teachers, politicians, parents. Be political, lobby - be commercial - publicise and be professional - analyse, document and report.

This sometimes may mean moving on from your secure position into the wider world of librarianship, taking opportunities for advancement. There are not many opportunities for promotion within children's libraries, but by moving on or out of children's librarianship you may ultimately be in a position to enhance things for the children's library, expediate money and status in that area. Libraries have an essential role to play in the investment of our future. In the role they have in providing reading - recreational and informational - to children, and children are the nation's asset of the future.

PUBLIC LIBRARIES & READING

1. Introduction
2. Building

3. Books
4. Influences/trends
5. Programmes

Public libraries are in such a strong position regarding the education of children. One of their primary objectives should be the establishment and maintaining of programmes that assist children become literate and acquire the lifelong habit of reading for pleasure and information. Reading for many of us is the great pleasure of life, the self fulfillment and the reward.

The following heading was taken from an extract I read when I was researching this paper:

> `libraries have an important role in the reading informational educational and cultural activities of children. Children's librarians are responsible for helping children become information managers and critical consumers of information. They have a responsibility to nurture their intellectual curiosity and protect their dignity and humanity. They have the responsibility to hear all children as special children and to cater to the needs of children in their unique and special individualities. Children with learning and other differences can be helped. They can be ought into the library or libraries can reach out to them with their resources wherever the children are.'

This was the extract of an article in a Russian journal. But it is an international message - as applicable to NZ - as it is to you.

In our society rapid changes are occurring that are important in terms of leisure today and for the future.

People are living longer

Unemployment is rising

Technology is eliminating chores and routines

Irrespective of the reasons, the fact is leisure is increasing and libraries have a responsibility to acknowledge this trend and help prepare and educate people towards a lifelong habit of reading.

Many factors are contributing today towards making it easier for children's librarians to attract children into the library.

(I) BUILDINGS

The forbidding facade of the traditional library has almost completely disappeared. Especially in the major cities of New Zealand.

In my own library our new central building opened in 1982. It is very centrally situated in midcity, and looks very like a supermarket! It is open plan, with large floor to ceiling windows on the street frontage. All that is missing is the trolleys (for loading your groceries). The open plan does have serious flaws for the staff working behind the public areas - but that is another topic. What this building does achieve is a great demystifying of what was considered a place for the educated or wealthy leisured classes.

As with all new library buildings it has attracted enormous borrower enrolments and issues and reference services. But many adults have bypassed the reading and library habit.

It was therefore important for us to embark on programmes that would bring children and their parents into the library. In the children's library, a pit (a lowered circle of two levels, inner 3 metres, outer 5 metres) has proved an enormous asset for storyreading sessions. (You may have noticed it on the video). It encloses reader and listener, parent and child, and creates a bond, a bond shared in the pleasure of a story read.

(II) BOOKS

Books in the last ten years have been so exciting; verbally and visually. Picture books have become a cult; not only among young children but also with teenagers, their parents and their parents.

Unfortunately somewhere the relationship between book and child changes. It possibly starts with learning formally to read - it probably relates to all the myriad of other things that the book needs to compete against. Television; sports, discos, peer pressure. If only we had the resources to market a book like a can of coca-cola. For reading in late sub teens and teens is not considered `cool' or `trendy'.

As well as books from other countries we have many excellent New Zealand writers and illustrators. Margaret Mahy internationally acclaimed; Joy Cowley, Patricia Grace, Robyn Kahukiwa - and many more. I have attached a readaloud list at the end of my paper to give you some ideas of the best New Zealand books we use in readaloud sessions with the very young.

Through the writers in school scheme, the New Zealand Book Council organises author visits to schools; this provides opportunity for authors to promote their books and the mysteries of writing to children - and for children to hear from real live authors. This can provide valuable reinforcement for written work in schools.

Books in Maori or bilingual texts are being produced for young children. These are proving extremely popular as the Maori language is slowly being taught in schools, and with the development of Te Kohanga Reo - pre schools based on Maori language and traditions. Originally of course all stories were in the story teller mode and Te Kohanga Reo movement did not originally accept the concept of book reading. However with the growth of the movement story reading, as well as story telling, is now used.

(III) INFLUENCES/TRENDS

Dorothy Butler noted bookseller and exponent of children's books fostered a great belief in books for children. Her books 'Babies need books' and 'Books for children five to eight' have enjoyed enormous popularity in New Zealand - and overseas. 'Babies need books' was televised and has been directly responsible for growth in the demand for preschool and reading programmes.

Several other trends affecting this development are notable:

(1) Greenies. People interested in alternative lifestyles, and concerned with social issues such as vegetarianism, anti-nuclear policies - as a group have skills in using systems, such as libraries for their own use and that of their children.

(2) Yuppies. Young upwardly mobile people. Very conscious of education and using the system to advance themselves and their children.

Another trend which encompasses all types is that many women are choosing to have their children later and this postponement is also creating a class of people who are more mature and more educated, wanting the best for their children and often being in a better position financially or mentally to provide this.

(3) Immigrants - but particularly Asians. Represent a very small percentage, but are nonetheless very evident as library users; especially the children.

One of the consequences of and one of the most notable trends in the last few years has been the demand for books for the under twos. In the library it has been difficult to keep pace with this demand, it is not always easy to find books that are entirely suitable for this group, and it is evident that publishers have the same problem.

There was once a time when the ability to read or/and write conferred status; in the western world - in New Zealand, this ability is taken for granted (despite the illiteracy figures). Status today has moved on to the material-possession of material goods being high.

Television to day has in its own way created as big a revolution as the power to read once did. It (TV) has broken down and eliminated to some extent the differences between children and adults and their powers of assimilation and comprehension ... television provides a visual element that far outrides the informational. We admire the sets of the scenery, and the costumes and the techniques; the lighting, the camera. But the words get lost in the performance, in the visuality of the performance. Television has removed the power and development of the imagination. It is through the acquisition of language that the mind can form thoughts and judgement. It is through reading that the imagination is best ignited and developed.

To encourage reading, children's librarians need not only to compete against television but also to use this media for their own needs.

(IV) PROGRAMMES

In our library the most effective and exciting programme we provide towards the reading habit is our preschool programme.

This programme was designed specifically to bring in parents and their children - in a parent and grandparent or minder/child unit, or as a group through the many preschools, that come in with their teachers, minders, parent Before each term, programmes are planned, usually two or three packages. But some favourites such as traditional tales; `Three billy goats gruff' tend to be used again and again. Other topics can be seasonal, summer, autumn, winter, spring. Or specific - animals - pigs or frogs. Poetry is popular as are stories representing our bicultural background. Having made decisions on topics a poster is printed, and sent to all preschool centres, creches, playcentres, kindergartens, doctors rooms, community centres, parents centres, plunket rooms - out into the community. Bookings have to be made for large groups, as we have found the programme is more effective with moderate size groups.

This preschool programme is extremely popular - and with a very diverse range of people. And it is through these programmes that we first meet the adults who have not themselves learnt either to use a library or to read for their own pleasure or education. Or in some cases learnt to read. It is often difficult to persuade these adults to use the library for themselves but what they want and learn and continue with is the reading habit for their children. And through our story reading programmes they become familiar with books, gain confidence to choose good books and to read stories to their children. There is a very real perceived need in our society to give children the opportunity to enrich their lives by reading. Read aloud booklists are being constantly updated for parents and adults to use.

Leading on from preschool sessions are infant class visits. Many schools have regular visits to the library. And especially for inner city schools, where children's parent(s) may work or both work it is important to establish the library as a haven. Holiday programmes are especially important for these children to whom holidays often represent a time of frustration and loneliness.

The infant sessions are much like the preschool sessions in concept - but from here on we sometimes lose contact with the parents.

Holiday programmes can be very exhausting - and I am personally opposed to putting too much energy into them - or into creating lavish programmes that do not relate directly to the book and reading.

We did have puppet theatre shows; but found the energy required to produce these too great, despite their popularity. We once did a show Three little pigs, I think it was for an audience of about 500 children and adults. At the end they all got up and walked out; not a book was borrowed! Now we employ professional each holiday to provide at least one puppet or such show. All the staff do readalouds. Favourite books are kept on hold for any occasion. Staff vary in their readaloud expertise but soon build up fundamental skills. Various workshops and sessions contribute to their skills. But the main point is to make children and parents feel comfortable with the spoken work and to develop a love for books, for their stories, for their pictures, for the endlessness and variety, for their joy and comfort and for their stimulation of the imagination. We have run courses for parents on books, choosing and readalouds. In our daily work much time is given to parents helping them choose books with confidence.

I also tutor very part time at the Polytechnic in an adult course 'Getting into children's books - a beginners introduction'. Sessions deal with the history of the picture book, illustrators, fairy tales, NZ & Australian picture books and first chapter books. Main concerns from the people who attend are what is a good book, what is a good illustration, why are certain writer/illustrators out of favour, especially if we like them, how can you choose books correctly for a certain reading age??

'Helping with reading at home' is a leaflet we produced to help parents with children with reading problems. The reading recovery programme in the primary schools is very effective in picking up children at ages 6-7 who have not attained a certain level in reading. Staff from the children's library attended workshops on the recovery programme so they could assist with this problem. The leaflet provides a summary of suggestions to parents. To assist parents a special section `Into reading' was created adjacent to the younger fiction section, in the shape of a Snoopy[1] doghouse. Here are graded readers such as the popular Monster series, easy informational books, picture books, the "I can read" type series - all attractive books that have appeal and are non threatening to reluctant readers or readers with some reading impediment.

Very briefly I will mention other activities we provide to encourage children

Holiday reading clubs
Family nights
Travelling Road Shows.

This is a package that is mainly taken out of the library into schools and malls. The emphasis is on traditional tales and picture books stories. The children are encouraged to partake and become the characters in the stories. At present the books are Henny Penny, using stick puppets. The little old woman who was not afraid of anything which demands response from the audience. Wombat stew, an Australian picture book, with a recurring refrain, and The dragons birthday and The tough princess.

Local Television

We are rather fortunate in Christchurch in that many of the children's programmes are produced locally. The Children's

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[1] Snoopy - The dog in Charles Schulz's comic strip

Library is often used as a setting and at present there is a book programme and staff have been involved in suggestions and selections. So we are always conscious of our borrowers and their needs. We have always tried to present an upmarket image, a friendly, concerned and lively image. We are always aware of our image from a marketing viewpoint within the library and out in the community. We have been particularly fortunate that in our library children's services have always been well supported. Even when times are hard children's services are always entirely free. That is free to join, free to borrow, and no fines on overdues.

We have tried to be as popular and accessible as our dreaded competitor, television. And because in New Zealand we have a strong belief and faith in books and in libraries we are succeeding.

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IFLA 1988

IFLA GENERAL CONFERENCE, SYDNEY, 1988

Division: Libraries serving the general public

Section/RT: Public Libraries

92-PUB-4-E

MEASURING THE PERFORMANCE OF PUBLIC LIBRARIES

Nick Moore, Professor of Information Management,

Birmingham Polytechnic

IR032 173

For internal use only:

Meeting no.: 121

SI: YES/~~NO~~

MEASURING THE PERFORMANCE OF PUBLIC LIBRARIES

Nick Moore, Professor of Information Management,
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Performance measurement should be an essential part of every organisation. Without assessing its performance an organisation cannot ensure that it is using its resources to the greatest effect. Neither can it be sure that it is continuing to meet needs within society.

In 1986 the Section of Public Libraries commissioned Acumen to prepare a manual which would enable public librarians to measure the performance of the services they operate. The intention was to provide a basic common approach which can be used widely in different countries. A draft of the manual has been prepared and subjected to limited testing in a range of countries. It is hoped that the publication of this draft manual in the next month or so should enable further testing to take place.

The manual has been derived from a synthesis of different approaches to the problem of measuring public library performance. The emphasis is firmly on practical measures which can be applied at relatively low cost by busy public librarians.

The need to develop a manual which can be applied in different countries throughout the world presented numerous difficulties. There are very big variations in the nature and organisation of public libraries in different countries. Further, there are significant variations in the resources available for measuring performance. Finally there are problems of definition and terminology. In the light of these factors a conscious effort has been made to concentrate on broad principles and basic techniques. These can be applied together as a package. Alternatively, the manual has been designed so that it is possible to select and apply only those techniques which relate to local circumstances. Individual library associations can make a significant contribution by adapting the manual to meet the requirements of different countries. Performance measures are an important part of the overall management information system of the library or library service. They are not, however, the complete answer. Librarians and library managers also need information about the internal operations and processes of the library - the rate at which books are catalogued, the work load of staff, for example. The performance measurement manual does not attempt to cover these internal operations and procedures. Instead it concentrates on measuring the level of service provided to the library users.

BASIC PRINCIPLES OF MEASURING PERFORMANCE

In some organisations the process of performance measurement is quite easy. All that is required is to count things like the number of units sold or the number of people making use of a facility. For public libraries, however, the question is rather more complicated.

Public libraries do not have a single output. Rather, they provide a range of services which set out to meet a variety of different needs within the communities they serve. Accordingly, simple measures such as the number of books borrowed or the number of visits to a reference library, provide only a partial picture of the actual performance of the public library service. What is required is a co-ordinated pattern of measurements which, when considered together, provide a more thorough picture of the way in which the library service is making use of the resources available to it and the extent to which it is meeting needs within the community it serves.

The manual has attempted to identify that pattern of co-ordinated measures. It has been compiled in accordance with 8 basic principles:

- o performance measurement should be an integral part of the management process.
- o The measures should relate performance to the requirements of consumers.

- The measures should assess performance within the limits set by the level of resources available.
- Performance should be measured in the context of the libraries objectives.
- Public libraries provide an amalgamation of different services.
- The level of measurement should be determined by the amount of detail required.
- Comparison is an essential aspect of performance measurement
- Basic measures should be adapted to suit local circumstances.

It is worth considering each of these basic principles in more detail.

Performance measurement should be an integral part of the management process

Management is a cyclical process which involves assessing the nature of needs within the community; establishing objectives in the light of those needs; developing services which will enable the objectives to be realised; operating the services; measuring their performance; revising objectives in the light of performance and changing needs, and so on. As such the measurement of performance is an essential and integral part of the management process. For this reason it should be seen as a continuous process. Useful information will be obtained by a single measurement of the performance of the service. The value of that information will, however, increase greatly if the measurement is repeated at regular intervals. The performance measurement process, therefore, needs to be such that it can be operated easily and cheaply.

The measures should relate performance to the requirements of consumers

Public libraries exist to provide services for people. The services provided are only of real value if they are valued by those for whom they are provided. To an extent this will be reflected in the use made of the services - few people will continue to use a service which they do not value. The performance measurement system should, however, attempt in some way to go further and to establish what the consumer preferences are.

Here it is important to distinguish between wants and needs. In the simplest terms consumers are conscious of their wants while they may be unaware of their needs. Some public libraries confine themselves to satisfying the wants of their consumers. They concentrate on providing services for which there is an obvious demand and they tend to assign a low priority to services which attract low volumes of use. In contrast, other public library services place a higher priority on meeting the needs of their consumers. Such public libraries are less concerned with the services for which there is a high demand, preferring to give priority to the services which they judge their consumers need even though the consumers may not themselves generate a high demand for the service. Both approaches are equally valid but account needs to be taken of the particular policy adopted by the library service being measured.

The measures should assess performance within the limits set by the level of resources available

Some people express the view that when attempting to measure performance it is misleading to consider the resources used by the library service - the inputs. The measurement process should, it is argued, concentrate on the outputs or the quality and quantity of the service provided. To an extent this is a valid argument. It does, however, overlook the fact that the level of resources available to the library service ultimately determines the potential level of performance which can be expected of that service. It would be reasonable to expect, for example, that if the level of resources is increased the level of performance should also rise. More particularly, it is unreasonable to expect to achieve a high level of performance if only minimal levels of resources are provided for the purpose. What performance measurement should attempt to do is to assess the quality and the extent of the service provided within the level of the resources available.

To this extent, performance measurement is concerned with measuring the efficiency of the library service.

Performance should be measured in the context of the library's objectives

It is extremely difficult to measure a library's performance without having a clear understanding of the library's objectives. The objectives should indicate what the library is attempting to achieve. In this way they indicate which aspects of the services should be measured. They also provide the essential context within which the results of the performance measurement needs to be considered. Different aspects of the service will be assigned different levels of priority and it is necessary to take account of this.

Library A may, for example, have as its main objective the provision of reference and information services to local industry and commerce. Library B, on the other hand, may have the provision of a recreational lending service as its main objective. The form of the service will be different in the two libraries and this difference will need to be reflected in the performance measures used.

Identifying exactly what a library's objectives are is an important part of performance measurement. Without a clear statement of objectives it is difficult to know what is to be measured.

It is only by introducing the concept of objectives that it becomes possible to move from the measurement of efficiency to the measurement of effectiveness. In this context effectiveness is defined as the extent to which the library is able to achieve its objectives.

Public libraries provide an amalgamation of different services

It is impossible to think of public libraries providing a single, unified, service. In reality they provide a variety of different types of service, each directed at different client groups. This range of different types of service needs to be recognised if effective measures are to be developed and applied. Different measures will be required, for example, to assess the performance of the reference service from those required to assess the performance of the lending service. It is therefore necessary to identify the different types of service and to measure these separately. Together, the results will provide an overall picture of a library's performance.

The level of measurement should be determined by the amount of detail required.

For most purposes it will be sufficient to measure the overall performance of a library service. This general approach should provide sufficient information in most cases. It will provide a basis for broad comparisons and, perhaps more important, will not require major effort to be expended in collecting data.

There will, however, be certain circumstances which require more detailed information, looking in some depth at the performance of the different activities which together make up the overall library service. Such measurement will provide much more detailed information but will also require more effort to be expended in its collection.

Comparison is an essential aspect of performance measurement

A certain amount will be learned from the measurement of a library's performance. Such a single measurement exercise will provide some useful information. The value of the information, however, will increase greatly if the library's performance is compared with other similar library services. Equally much can be learned by considering the performance of the library this year and comparing it with performance in previous years.

The element of comparison is, therefore, a crucial part of performance measurement. Because of this, it is necessary to take certain steps to ensure that like is compared with like.

Basic measures should be adapted to suit local circumstances

Public libraries should reflect the communities they serve. For this reason, no two public library services are, or should be identical. Accordingly, it is necessary to adapt and modify performance measures to suit local circumstances. This is particularly so with a manual which has been designed for use in a range of different countries. It would be impossible to produce something which took full account of all local circumstances.

Instead, the manual attempts to present a basic approach to performance measurement which should be generally applicable but which will need amending in the light of local circumstances.

National Library Associations have a particularly important role to play in this process of adaptation to meet local needs.

The measures can also be adapted to suit the statistics which are already collected by the library. For many of the measures which follow it will be necessary to use information and statistics which already exist. The important thing is to be consistent, especially when making comparisons.

In some cases, library automation systems generate statistical information. This can often be used in the performance measures. Indeed, it may be possible to program the system so that it generates the performance measures automatically.

THE MANUAL

Based on these principles the manual has been devised for use in a variety of different circumstances. It provides a range of different measures of resources as well as measures of outputs. These can be used in combination to assess the efficiency with which the library service is operating. Combined with information about the objectives of the overall service it becomes possible to measure the effectiveness of the library systems.

The nature of public library services also requires that considerable attention is paid to the requirements and expectations of library users. The manual therefore contains a section on assessing and evaluating consumer opinions. This section provides questionnaires and survey forms which can be used by librarians to survey their users. The whole manual has been designed so that it can be used by busy public librarians as part of the management of their services.

It is to be hoped that librarians will use the manual in the years to come and will suggest ways in which it can be developed and improved.

IFLA
1988

IFLA GENERAL CONFERENCE,SYDNEY, 1988

Division: Libraries Serving the General Public

Section/RT: Library Services to Multicultural Populations

MS-MCULTR/1-

An Aboriginal perspective on how Aborigines are portrayed in Children's Literature

by Rose Murray, Melissa Brickell, Penny Bamblett, Alan Queary and Pam MacIntyre

For internal use only:

Meeting no.: 136

SI: ~~YES~~/NO

IR053713

AN ABORIGINAL PERSPECTIVE ON HOW ABORIGINES ARE PORTRAYED IN CHILDREN'S LITERATURE

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DATE: SEPTEMBER, 1988

POLITICO - HISTORICAL FRAMEWORK

We do not believe that you can examine any facet of Koorie life, culture, history or contemporary issues in isolation. We need a political and historical framework to present an accurate context for Koorie life since 1788.

TIMELINE (See Appendix 1)

200 years ago on invasion day, Koories witnessed the arrival of a people and culture who were about to wreak havoc on 'our Land our Mother', and our ancestors. A strong oral tradition existed and still exists amongst our people, stories that instilled our Law, cultural values, morals and spirituality were passed on from one generation to the next. With the coming of the invaders, stories of battles, massacre, rape and poisoning, hunger and illness were included in our repertoire. Stories of our heroes and heroines who were our resistance fighters began at this time. We were invisible people. The British had declared "Terra Nullius" on this land which meant that the land was empty, devoid of people. Although by international law we did not exist, by the actions of the newcomers, we know that they tried to eradicate us like vermin.

INTRODUCTION

We would first like to tell the story of how we came to give this address today. This has been a team effort between four Koories, that is, Aborigines from the South East corner of our country and one Gubbah, that is, a non-Aborigine. We all have had some tertiary background. We all have had experience of being profoundly affected by the images of Koories in children's books when we were young. We all share books with children today and we are saddened, disturbed and angry when images of Koories in contemporary books are racist, paternal, shortsighted and inaccurate.

Pam MacIntyre is our academic adviser on the team and it was she who originally gave us the opportunity to tell her not to write the paper; because only Koories can tell our own story. The rest of us got together and decided to use this opportunity to address an international audience to assist and create global and national awareness of our struggle for recognition.

Koories believe that we are the most researched people in the world! We have been prodded, poked, examined, dissected, counted and described by the world's best and the world's worst. For Gubbahs, it has meant that they have received those lauded letters behind their names, perhaps royalties from publications and fame. For Koories it has meant that we have wasted a lot of time with these people and our trust has often been abused. Because of this, it is a rare event indeed when Koories work on research projects of any description.

We have worked on this as a team because Pam has been a good listener and has allowed us Koories to take the reins and give direction. It is our view that the process of working with Koories is as valuable as the end product. We sincerely hope that the end product, that is, the presentation today, proves to be as valuable to you as it has been to us getting it to you.

EARLY PERIOD (pre: 20th Century)

Children's books of this period written about Aborigines present a shamelessly racist catalogue of prejudice, misinformation and 'offensive' stereotyping. For example,

> "We are living here in a land of savages ... Travellers and writers agree in considering the Australian blacks as very low in the scale of humanity ... They have left no monuments or lasting traces of their abode. They have always been wandering but never seem to have advanced ... Though they have wandered over their country for ages, where the gold has been glittering in grains and nuggets, they have never discovered its value."
> (Howitt, 1854, p.297.)

A further example is found in the 1880 publication of Tasmanian Friends and Foes.,

> "The Aborigines ... benefited instead of suffered by the coming of the white people ... They were certainly the very lowest type of humanity; the ugliest, least intelligent and least teachable of savages." (Meredith, 1880, p. 80)

The books of the 19th Century are characterised by the boys' adventure story which used the Australian bush as an exotic setting. In this setting Aborigines are seen as quaint curiosities and almost unbelievably as the object of the hunt.

In Fenn's First in the Field, 1894, the young British hero Nic, regards the 'savage black' he encounters as a legitimate target:

> "Click went Nic's trigger as a thrill of confidence ran through him, and, holding the piece at his ready, he presented it at the black's breast."
> (p.117)

The hunt of Aborigines is dispassionate, for example;

> "Edwin now fired his rifle, and a black, who was conspicuous by his boldness, fell backwards from his position. Balgarra also brought down a man with his carbine ... 'Courage old man, we shall soon be out of the gorge, when we can easily beat off those black demons'."
> (Hooley, 1897, p.179.)

Few authors point out that Aborigines had the right to resent the invasion of their land, most echo these sentiments;

> "You see they were not treated fairly at first, I suppose. Anyhow, they must look upon us as intruders, although, of course, good land ought to be put to good use, and not left to a lot of half-naked savages. It's downright nonsense to say that the whole of this fine country belongs to these beggars. ... we - anyhow, our men - have hounded the poor beggars like kangaroos, shot 'em like bandicoots, taken their gins, and anything else we'd a mind to, though it isn't much they've got to be robbed of, poor devils. Of course, it isn't in a man, - and I'm inclined to think that, after all, they are men and women of some kind ... to stand that kind of thing without giving tit for tat; and then again, it isn't natural we should let 'em off scot free when they turn the tables on us - often injuring men that never harmed 'em."
> (Rowe, 1880, p.39.)

Fortunately, books of this period are now out-of-print and found only in research collections. This is not true however, of the books in later periods, which if not all are in print, are certainly still to be found readily on library shelves.

PROTECTION

The Protection Act of 1837 for Aborigines was the start of a 'whitewashing' period. European domination asserted white superiority by the brutal rape of our women. As a result, children whose skin was fair were stolen from their families and raised as white. This was a dehumanising period in which Koorie families were forced to give up their children or else they were stolen from them.

> They set up a Board with a policy
> To bring up our children as white as could be
> Stealing them first from our black family
> All in the name of PROTECTION.
>
> ('White Justification - My Interpretation.'
> Eva Johnson. Koorie Oral Source.)

The Victorian Koories were herded onto missions from 1869 onwards as the result of the Aborigines Protection Act. Saving the heathens and soothing the dying pillow were the catch cries for the beginning of this, the era of 'protectionism'.

State legislation ensured that Koories did not have freedom. Work that was permissable off the mission involved farm labouring and housemaiding. Koories were only allowed to attend mission schools which gave basic skills equivalent to grade four level. Our stories turned to tales of life on the missions and the kidnapping of children often never to be seen again.

The first Koorie writer was published in 1924. David Unaipon wrote Native Legends. This book is a romantic portrayal of Aboriginal kings, queens and princesses! This probably indicates why the book was published.

Mrs Aeneas Gunn's Little Black Princess, 1905, is the best example of the hugely condescending and patronising attitudes towards Aborigines characteristic of this period.

> "The first time I met Goggle Eye, he was weeding my garden, and I didn't know he was a King. I thought he was just an ordinary blackfellow. You see he didn't have a crown, and as he was only wearing a tassel and a belt made from his mother-in-law's hair, it was no wonder I made this mistake. It takes a good deal of practice to tell a King at a glance - when he's naked and pulling up weeds ...
>
> I was always ready to listen to any old blackfellow telling about the strange laws and customs of the tribe. Very soon Goggle Eye found this out, and as sitting in the shade yarning suited the old rascal much better than gardening, we had many a long gossip."
>
> (Gunn, 1906, p.12-14.)

In this novel, Mrs Gunn gives Bett Bett, the 'Little Black Princess' of the title, the "quaint little savage", the status of a clever pet; and the adults of her clan, as demonstrated in the above excerpt, are depicted as childlike and silly.

ASSIMILATION

The assimilation period which followed was based on the 'melting pot theory'. The recipe goes something like this ... Take some Koories, preferably not too dark, mix them with some Gubbahs, give them some skills to be useful but not independant or equal. Move them to different areas so that they don't get too strong as a group. Make it hard for them to mix back with the mission mob and stir. Leave for a few years until finally the results are golden brown, culture free Australians.

In the 1937 Koories created a strong political movement by organizing the Aboriginal Progressive Association which fought for equal rights. World War II shifted the focus to international issues. Our men went to war to die as equals and returned as second class citizens without the right to vote.

In the 1960's, Oodgeroo Noonuccal, previously known as Kath Walker, was the strident political voice of our people. Her voice was that of a national black consciousness. Her poetry addressed white Australia, about the socio-political injustices to all Aborigines.

> ... Do not ask of us
> To be deserters, to disown our mother,
> To change the unchangeable.
> The gum cannot be trained to be an oak.
>
> Something is gone, something surrendered, still
> We will go forward and learn.
> Not swamped and lost, watered away, but keeping
> Our own identity, our pride of race.
>
> (Kath Walker, 'Assimilation - No!, The Dawn is at Hand,
> 1966, P.7.)

The idea of assimilation as being the appropriate solution to all Aboriginal 'problems' is evident in children's books published from 1940 to present day. For example, in Mary Grant Bruce's, 'Billabong Series', books written between 1910 and 1942, there is a gradual change in attitude towards 'Black Billy', the Aboriginal 'faithful retainer' to the Linton family. In the early novels he is presented as a simpleton and an object of fun and derision. The author speaks of his 'dog-like devotion'. However, by the final books in the series, Black Billy has proven himself to be a hero and thus worthy of inclusion into the inner sanctum of loyal retainers at Billabong. He has 'earned' this inclusion because he has been judged worthy in terms of white society's values (or at least, the Linton's version of it), not out of respect for, and understanding of his own culture and Aboriginality. Black Billy is initiated into the white society.

Mavis Thorpe Clark's novel A Spark of Opal, (1968), is set in the opal fields and includes fringe-dwelling Aboriginal teenagers as main characters. Clark sees the only hope for them in assimilation. Steve is adopted out and plans to become a policeman, while Kathy will become a nurse and help to look after Aboriginal babies whose mothers are too drunk to look after them.

Parallel to this idea of assimilation as cure-all, runs absurdist romantic notions of Aboriginality and culture in novels of this period. For example, in Ivan Southall's To the Wild Sky, (1967), when Carol discovers her 'skeleton in the cupboard' is an Aboriginal ancestor, her 'dark blood' enables her to find bush food. She lies on the ground and "she thought of dark men and dark women sleeping in the earth." (p.164) After this experience Carol knows what to do and is seen to uncover fruit and nuts and swollen roots and saves the day!

David Martin's, Hughie, (1971), is instinctively a brilliant bark painter, tracker and athlete. As well, the book contains incidents of bone pointing, and vague strange, magical powers.

In Colin Thiele's, The Fire In The Stone, (1973), a female tourist intends to photograph three children: two European and an Aborigine. Getting the three boys ready for the pose, the female character says;

> "I know what's wrong, it's the balance - the black one should be in the middle."
>
> (Thiele, 1973, p.129.)

This is followed by the character's intended use of the photograph:

> "I'll use it to show assimilation."
>
> (Thiele, 1973, p.130)

The clarity of the image is altogether apparent. Obviously, it is ridiculous to assume mixed racial friendships are signs of assimilation! But the use of the word 'assimilation' is a powerfully thought-provoking term which is totally inappropriate. The young mind of the reader may well believe the ridiculous insight of the statement. This is damaging to the young Koorie child's dignity. The implication of the language used here implies that having European friends and being 'civilised' indicates the process of assimilation. Nothing could be further from the truth. Do responsible writers want to feed children with erroneous beliefs? It appears, that the use of terminology which is culturally biased in opposition to Koorie culture, lifestyles and its people is doing just that: feeding the multicultural populous with misinformation.

STATEMENT ON A SEPARATE IDENTITY (See Appendix 2.)

SELF DETERMINATION

Self determination is the next era. The 1967 Referendum granted the Commonwealth Government the right to Legislate for Koories. The right for Koories to be counted in the census and the right to vote. The Black Power movement in America was followed by our youth. Koories started to use the 'Black is Beautiful' slogan to instill pride in our community. We had been forced for so long to follow the Gubbahs and do things their way. A whole network of Koorie organizations and the occasional business sprang up with particular assistance from the Whitlam government in the years 1972-'74.

PRESENT DAY : 1988

Today, we as the Koorie nation are reaffirming our ownership and sovereignty to the land. Educationally, we have made progress in getting some tertiary graduates through. We are having some effect in what is happening in schools with our children. We are also having some effect in what is being said about us in schools by teachers who are often well intentioned but ill informed. We are working within and outside the system to suit our community needs. We are negotiating the curriculum and creating resources to develop locally based Aboriginal Studies at a few schools.

We recognise that in Victoria we have few remnants of our old culture. Most languages have gone and most of our former survival skills have been adapted to this new environment. Our most important values including our link with the Land, our Mother, identity as Koories, our extended family, caring and sharing, the disinterest in material wealth, all remain strong in our hearts.

The self determination era has seen an emergence of Aboriginal writers who are presenting to the reading public a realistic portrayal of present and past Aboriginal lifestyle, language, culture and aspirations. Aborigines consider that only Aboriginal writers can - through this portrayal - begin to change negative attitudes which are widespread throughout society.

Because of the diversity of Aboriginal groups,
much of the work of Koorie authors is held within individual Koorie communities and used as a means of passing on local history and issues.

DISCUSSIONS ABOUT WHAT WE FOUND ...

We examined books that are readily available in the Victorian community, regardless of when they were published. We included books that other critics have discussed. We viewed the books from a Koorie perspective closely looking at the effect on attitudinal development of the readers. The aspects that we were interested in exploring were ...

a) Ownership - the use and abuse of cultural Knowlege.

b) Terms of Reference - Aborigine/s/al, Koorie/Gubbah, mob/tribe, walkabout, and racist terms.

c) Language -
  i. the characters speech.
  ii. the use of Aboriginal languages.
  iii. tone, inference, scarcasm and paternalism.
  iv. image, portrayal, physical, exotic descriptions, pan-aboriginality, and stereotyping.
  v. viewpoint of the reader.

d) Illustrations - Acknowledgement and appropriateness

a) **OWNERSHIP** The use and abuse of cultural knowledge.

The writers whose works we examined came from various social knowledge of Koories and our environment. At the same time, the Koorie team members have grown up in different environments and we have no permission to discuss other groups practices and beliefs. Therefore, we are only in a position to comment on the things that we know about. As Koories we are very aware of our responsibilities in this respect. It is a great pity that some of the authors that we read did not also consider that responsibility!

We believe that some writers have taken great licence in misrepresenting Koories by using cultural knowledge in a defamatory and incorrect way. J.V. Marshall in Walkabout, (1959,) obviously had some knowledge of Koorie life. He goes to great lengths to inform the reader about initiation trials, being sung, etcetera. Several times these exotic details are repeated unnecessarily, possibly in an attempt to gloss over the hideous and outrageous descriptions of Koalas and Lyrebirds in the middle of the desert in North-Central Australia!

His narrow view of Koorie society reeks of ethnocentric values of the white male bush anthropologist when his character, 'the bush boy' or 'the darkie', thinks: "For wasn't she a lubra: a carrier of burdens?" (Marshall, 1959, p.64.) Sadly, a little knowledge has been used to hide a lot of misconceptions and fallacies.

Until very recent times authors did not even acknowledge their informants who knowingly or not, helped to sell a few books! This either suggests that informants were not even aware that they were being used or that writers felt that any knowledge is open to the world and is there for the taking. We find both of these views totally unacceptable. Ritual knowledge in particular is earned, not dished out like this week's special at ~~K-Mart~~! the supermarket!

Patricia Wrightson published The Rocks of Honey in 1960. This story was written in a sensitive and respectful way and tells the story of a quest based on Koorie mythology. Obviously the author has spent time sharing experiences with Koories. But this was not acknowledged in the book. In 1977, Wrightson published the The Ice is Coming in which she included an author's note acknowledging the source of her information; which was carefully woven around her story. (See Appendix 3.) In between writing these books she had obviously been educated.

b) **TERMS OF REFERENCE** Aborigine/al; Koorie/Gubbah;
Mob/Tribe; Walkabout and other
racist terms.

How can positive human relations be fostered in a polyglot nation when writers persist in using European terms which anger the indigenous people?!! A decade ago, the use of derogatory terminology such as boongs, coloureds, blacks, darkies, natives, nomads, abos ... was rife in Australian literature. For example,

> "Blasted Boongs!"
>
> (Thiele', The Fire in the Stone, 1973, p.37.)
>
> "...chased by Tasmanian Abos."
>
> (Nan Chauncy, Tangara, 1960, p.55.)
>
> " ' When the first whites came, they found these last samples of ancient Paleolithic man friendly and gentle - just a race of food gatherers, nothing more. Nothing hostile about them; in fact smiling and well-mannered. Wasn't it Baudin who described them as full of fun and "of fine intelligence"? And they certainly had a great sense of dignity. The poor wretches probably mistook the first white men they saw for gods or spirits.' 'And the whites mistook them for cannibals like some of the Australian tribes, or at least barbarous savages, didn't they, Mr Pavemont?' "
>
> (Nan Chauncy, Mathinna's People, 1967, p.19)

Material, from this and earlier periods, is still accessible to children through schools, community libraries and bookstores.

In the 1980's, access and publication of the same calibre material continues. For example, "These damn blacks have got some queer 'abits if yer ask me." (Pat P. Price, The Hills of the Black Cockatoo, 1981, p.83) In our reading, we have found Koorie characters referred to as 'gin','picanniny', 'blacks', 'blackman', 'blackfellow', 'black demon', 'native', 'savage', and even 'cannibal',, to name a few. We cannot find justification for using such misnomers. It is time to discard the 'dirty black' scenario!

One thing can be stated clearly, writers reflect life's reality: that racism is 'alive and well' and nurtured by litterateurs whom one would expect would have more sensitivity and integrity! Negative germination through literature should not pass the publication desk. The use of racist books in schools should be prohibited and current shelves critically scrutinised. Such materials only assert white superiority in the young European mind; and encourage distrust, disrespect and resistance in Koorie children. Not to mention the damage it does to Koorie identity. It is possible that Koorie children learn their first feeling of 'shame' at school, where teachers and librarians use books that promote appalling images of Koories.

The use of other terms like tribe, primitive, traditional, full-blood, part-Aboriginal, half-caste, nomads, and walkabout are all European terms of reference. ('How the English Language is used to put Koories down, deny us rights, or is employed as a political tool against us.' Eve. D. Fesl., Monash University, August, 1987. See Appendix 4.). When such terms are used, it is usually always with negative connotations, stereotyped slant, cultural inaccuracy incorrect and general misuse due to outright racism and cultural ignorance.
For example:

> "From a gate a middle-aged woman of comfortable proportions stepped directly into Brown's path. She was black, a part-Aborigine."

(David Martin, The man in the Red Turban, 1978, p.127.)

Most authors grapple with and lose the concept of what a Koorie is. Reference to " ... part Aborigines ...", (Thiele's The Fire in the Stone, p.80) makes one wonder what the other part is made of? And which part is Koorie? Is there some scientific secret which we are not aware of that makes people of mixed race divide up into opposing corners?!!

In the following example we have a Tasmanian Aboriginal child referring to her family as 'the tribe'.

> "I wonder how the tribe will react when we tell them what the men ate', she said."

(Pat P. Price, The Hills of the Black Cockatoo, 1981, p.9)

In the first instance, the word 'tribe' has prejudicial overtones which refer to a 'primitive' people. The term infers that they were objects not humans. Prior to European invasion our people's economy was based on hunting, but this in no way indicates the indigenous Australians survived from a Primitive Age. In the second instance, a young girl would not refer to her family as an object called 'the tribe'. The word 'clan', 'family', 'people', or even 'mob' are culturally acceptable and do not hold racialist tones.

In the 1980's, Aborigines have the right to be addressed as we see fit. For example, Koorie in Victoria, Nunga in South Australia, Murrie in Queensland, and so on. European writers should adopt these acceptable terms to desist racism and to reflect expressions which are culturally appropriate, acceptable and contemporary. Hopefully, through extensive use by all writers, such appropriate terms of reference will assist cultural awareness and encourage and reflect a change in wider society.

Finally, but particularly important is the need to address the grammatical misuse and abuse of the terms for the indigenous people: Aborigine and Aboriginal. Not only are these two words misused, but often the referencing appears inconsistent within single texts.

The word Aborigine (with a capital a) is the noun form for addressing the indigenous citizen. For example:

'He is an Aborigine.' - Correct

'He is an Aboriginal' - Incorrect.

The word Aboriginal, is the adjectival form of address, which should therefore, be used when describing. For example:

'The Aboriginal child.'

'The Aboriginal family.'

The following example from Colin Thiele's, Storm Boy, (1986. First published 1963), shows the incorrect form of address:

> "The only other man who lived anywhere near them was Fingerbone Bill, the Aboriginal." (p.14)

b) LANGUAGE i. the characters speech.

Oodgeroo Noonuccal, is a well known Murrie poet from Queensland. At a formal gathering once she was quoted as saying, "I speak many different languages and most of them are English." As a nation of people Koories have faced cultural genocide for over 200 years. We have lost so much and we refuse to lose anymore. As previously mentioned, the loss of so many of our languages has wounded us deeply. We are very conscious of maintaining the language patterns and styles that still exist.

Aboriginal English is common amongst Koories in Victoria. This contains a smattering of local Koorie words whilst English words are adapted phonetically, that is, ear becomes hear, or her becomes 'er. From Koorie languages we have developed Pidgin which is a simplified language that is no-one's mother tongue. Aboriginal Kriol is often mistaken for Western Creole. In some areas Kriol is used as a distinct modern day Aboriginal language. It shares many grammatical aspects with traditional Aboriginal languages and has a largely English based vocabulary.

There is a diverse range of speech patterns that are found amongst Koories. However, one insulting way in which our speech has been represented in books, is by ludicrous examples designed to make us look and sound ridiculous. There are numerous examples of this which present us as incompetent speakers. In Colin Thiele's, Storm Boy, 1976 (first published, 1963),

> "By yimminy, I fill him with salt next time! If dem fellows come back, boom, I put salt on their tales." (p.29)

In recent times more authentic speech has been quoted, but this too presents problems. If you have never heard Koories speak it is difficult and disturbing to a reader to try and translate the meaning, let alone the tone and inference. In our experience, the general Australian public is intolerant of linguistic diversity. Therefore, if standard English is not used, the person is regarded as inferior and is held up to ridicule. When Koorie authors use Aboriginal English/Kriol/Pidgin, it is solely dependant on the reader's prior knowledge to gain the full meaning.

Wrightson, for example, used standard English in The Ice is Coming, 1977:

> "You know some of them out there,' he said. 'Got a name and address for any of the Mount Conner men?"
> (p.32)

At the same time, Wrightson uses a form of non-standard English, which we recognise as a positive representation of Aboriginal English, for example:

> "And now there's no one to keep 'em in order. Any chance they might get real bad?" (p.24)

Western authors can never write accurate and realistic dialogue of our people which captures how we really talk. However, Wrightson's attempt at Aboriginal English is non-pejorative and is indicative of her knowledge, sensitivity and skill.

Much of what is said by Koories cannot be seen. In other words you need to see the interaction and to have background knowledge to the context to know what is really happening. Body movements, distance between speakers, cultural and political knowledge all play a major role. Only skilled authors with intimate knowledge of our communities could really do these situations justice. Wonderful, positive examples of this are found throughout Archie Weller's The Day of the Dog, 1981:

> "Whaffor ya go startin' fights? Valerie's budjarrie for me, ya know. If she 'as a miscarriage from tonight's rip, I'll kill you, Doug, true's God. I spit on my dead Dad's grave." (p.88)

Aboriginal playwright, Jack Davis, speaks of Archie Weller's work as perhaps a model for other Aboriginal writers:

> "... I think that once we become established as model writers, we'll be able to use our own speech patterns, and behavioural patterns more so. Behavioural patterns come out very strongly in Day of the Dog, in Archie Weller's book, and so also does the Aboriginal vernacular, the urban vernacular comes out very strongly. In fact, in some parts of that book I really suspect that some people who are not used to this vernacular would have to go slow to pick up what's being said ... I think the more we produce the more people accept our speech patterns, and that will give us more greatness because that is ours and nobody else's."

(Jack Davis & Bob Hodge, eds., Aboriginal Writing Today, 1983, p.16)

Davis himself uses Aboriginal speech and behavioural patterns in his plays, The Dreamers, Kullark No Sugar, and the play for children, Honey Spot, as does Maureen Watson in Kaiyu's Waiting and Oodgeroo Noonuccal in Stradbroke Dreamtime and The Rainbow Serpent, with Kabul Oodgeroo Noonuccal:

> "But the animals of the Earth Mother come to say more than this. They come say that our creator, that Rainbow Serpent, she get weak with anger and grief for what we are doing to this earth."

(Oodgeroo Noonuccal and Kabul Oodgeroo Noonuccal, The Rainbow Serpent, 1988.)

More and more, Aboriginal writers are adopting their particular vernacular as a legitimate form of portraying what they really want to say.

Hitherto, the few published Aboriginal writers had used standard English language and English procedures which restrict an accurate portrayal of the Aboriginal situation and deny the reader an understanding of Aboriginal languages, values and lifestyles.

b) LANGUAGE ii. the use of Aboriginal languages

Aboriginal words are often used to add authenticity to the writing. It seems a cheap trick when the readers are left trying to twist their tongues around these unfamiliar words with little help from the author.

Beth Roberts, in Manganinnie, (1980), whilst having written a sensitive story of a Tasmanian Aboriginal woman, whose people had been either killed or taken away by white soldiers, continually uses Aboriginal words. At the back of the book she lists Tasmanian Aboriginal words and their meanings but neither the source nor a key to pronunciation is provided. Bill Scott, on the other hand, in Boori, (1978), and Darkness Under the Hills, (1980), uses Aboriginal words and includes a glossary, a guide to pronunciation and where the words came from.

> "Even in the description of our languages, many people are unwilling to give them the full credit of being languages and instead refer to them as "Aboriginal dialects".
>
> At the time of European settlement, there were an estimated 260 LANGUAGES which had 500 - 600 "dialects". A dialect is a particular way in which a language is spoken. For instance, Australians speak English differently to Americans. The forms are known as "dialects" of the English language.
>
> (Eve D. Fesl, 1982, See Appendix 4.)

Most of our languages are lost forever. Surely some recognition of our languages and dialects is due. The use of our languages in texts must have Aboriginal endorsement and ALL sources should be acknowledged.

In Pat. P. Price's, The Hills of the Black Cockatoo, (1981), there is no acknowlegement of sources, glossary, or Aboriginal endorsement. The credibility of the author as a writer, and the authenticity of the material is questionable. It is incredible that the book was published as recently as 1981, by such a reputable publisher as Penguin! It is not only Koories who are offended by this book. Margaret Dunkle in Prejudice in Print, (1982), states that the book has:

> "... cardboard characters and a preoccupation with sensational details and racist sterotypes more typical of thirty years ago." (p.71)

In fact, the book is one of the very worst examples of inaccurate, racist, stereotyped, sensational, and contradictory "literature" that we examined. We believe that this text is not worthy of the print and time we've already spent on discussing it!

b) **LANGUAGE** iii. tone, inference, sarcasm and paternalism.

Our concerns here centred around the use of sarcasm, paternalism and patronisation to portray Koories as inferior, sub-human beings. A classic example was found in Mrs Aeneas Gunn's, The Little Black Princess, which was published in 1905.

> "It's very very hard work to teach any blackfellow the truth of God's goodness and love." (p.86)

Gunn failed to mention of course, that Koories already had a rich and totally satisfying religious life. The inference in her use of words suggests that Koories are stupid, which fitted in with the generally accepted views of that era.

A few years down the track we have J.V. Marshall in Walkabout, (1959), comparing us to animals bar our saving grace of being able to use fire.

> "This was the skill that raised him above the level of the beasts." (p.44)

Here we have Marshall, the man who painted a wildly inaccurate portrayal of aspects of the Australian bush, playing the great benefactor giving us a ''place' in the cosmos!

In later novels, such as Colin Thiele's, Fire in the Stone, (1973), a more positive tone appears which he uses to describe Nungas noodling for opals, for example:

> "There was a lot of chatter going on, jokes and jibes and comments, cries of success, cheeky backchat and laughter, and shouts at the dogs. Ernie marvelled at it all. There was a sort of community spirit among them that you could feel ..." (p.78)

The following is another of the few more positive examples of tone and inference:

> "And as Uncle Tom talked quietly on and looked at the coals, it seemed that a different world - alive, laughing, stern, and very full of magic - came close enough for Barney to touch. But, no, not a different world; that was the charm of it to Barney. This same world, this very one, his own familiar home with a strange face."

(Patricia Wrightson, The Rocks of Honey, 1960, p.67.)

b) **LANGUAGE** iv. image, portrayal, physical, exotic descriptions, pan-Aboriginality and stereotyping.

In terms of physical descriptions of Koories, we are all utterly amazed at the number of times authors commented on our smiles and teeth. We have toyed with the idea of seeing which author could claim the "Guinness book of Records" fame of mentioning our dental accomplishments the most times. Simple statements like; "... and his teeth flashed.", (Colin Thiele's The Fire in the Stone, 1973, p.31.), conjure images of Koories roaming around the countryside, blinding innocent authors with this astounding and obviously important characteristic!

Without a doubt, James Vance Marshall's, Walkabout, (1959), should win a prize for the most offensive descriptions. Marshall is obsessed with comparing Koories with animals, for example,

> "The black man ... lapped like a dog." (p.124)
>
> "He waited ... one foot ostrich like resting on the calf of the opposite leg." (p.34)
>
> "...with his long prehensile toes he scratched away the topsoil." (p.47)

One could be forgiven if you thought he was describing his menagerie, rather than a human being.

Although the following example from Chauncy's, Tangara, (1960), is equally offensive:

> "Some were very ugly with broad noses and fuzzy red beards. Some had hair dangling in cork-screws plastered with red clay, and the teeth of animals stuck in the woolly fuzz." (p.105.)

A propensity for portraying Koories as the noble savage, the dimwit, the object, the alcoholic or the shy bushman is easily found in Australian contemporary literature. For example:

> "He was black, with thick wavy hair and very fine dark eyes set under heavy brows ... he was shy and uneasy and his shyness appeared like sulkiness. He had slender hands, the slender body and the long thin legs of the true Australian."

(Patricia Wrightson, The Rocks of Honey, 1960, p.15)

Another example is found in Colin Thiele's, The Fire in the Stone., (1973):

> "One was old Yirri, Willie's grandfather, whose face was so wrinkled that it looked like black corduroy..." (p.117)

A further example is Colin Thiele's, Storm Boy, (1976, First published 1963):

> "... the Aboriginal ... was a wiry, wizened man with a flash of white teeth and a jolly black face as screwed-up and wrinkled as an old boot." (p.14)

Until very recently the public accepted a stereotyped view of our culture as being primitive, static and the same all over our country. This quote sums it up:

> "...his people had lived and died, unchanged and unchanging for 20,000 years. They had no homes, no clothes, no posessions."
>
> (James Vance Marshall, Walkabout, 1959, p.26)

Bill Scott has taken great care, and shown his integrity when describing culture specific aspects which are of great importance to us. For example:

> "Here, for generations, the People of Boori's tribe had left the bones of fishes and the shells of eugaries and oysters on which they feasted when they came here to visit their neighbours, to dance and sing, to instruct their young men and women in the secret things of their religion, and to enjoy the food that was so easily found in this rich, untouched place."
>
> (Darkness under the Hills, 1980, p.2)

Derogatory terms such as 'abos', and the image of Koories as being 'lazy' and 'drunks', just encourage readers to accept and use these derogatory, stereotyped and racist terms.

Aboriginal writer, Bobbi Sykes, wrote:

> "... if we were to accept the characterisation of ourselves as presented in novels, we would be lost. That many white people accept this characterisation of us is telling, - and very, very sad."
>
> ('Where are all the black Heroes?', 1978.)

d) ILLUSTRATIONS acknowledgement and appropriateness.

It was not our initial intention to research the area of illustrations in children's texts. However, Eleanor Koumalatsos, echoes our sentiments with the following:

> "Bad illustrations can be as racist and derogatory as any of the nastiest words in print."
>
> ('Aborigines in Australian Children's Literature', 1979.)

Oral story telling published in written form provides the best examples of illustrations, for example in the works of Gulpillil, Roughsey, Torres, and Noonuccal. (See Bibliography for more comprehensive listing.)

How the birds got their colours, Pamela Lofts, (ed), 1983, Ashton Original, is one in a series of books which enables Koories to tell the history and culture of our people. Set in the Dreamtime it is a creation story. This particular book, told by Mary Albert, does not refer to people, but to Aboriginal Religion, and is racist free. These sets are beautifully illustrated with bright, bold and attractive colours. The illustrations themselves have been adapted from Koorie children's paintings of the stories and Koorie ownership is fully acknowledged.

Young Koorie children learn about the realities of life through our religious concepts and drawing on the Dreamtime ensures cultural relevance for the Koorie child. The Gubbah children can also get an understanding of Aboriginal Religion, and the cultural relationship between nature and the land.

Jim Everett asserts;

> "The Aboriginal Dreamtime is not just a collection of stories for kids, it is a historical collection about 'What is', and the Aboriginal understanding of the land, the sky and the living. That is, 'what is'. Present day Aborigines have not lost the Dreamtime, indeed it is their strength and unity of understanding in their own Aboriginality which is the present day Dreamtime."
>
> ('Why Aborigines Should Be Writing For Children', 1981.)

CONCLUSION

In this paper, we have attempted to provide examples of how the portrayal of Aborigines in childrens's literature reflects society's attitudes and political/historical climate.

The sensitivity and knowledge acquisition of non-Aboriginal authors - with a few exceptions - has developed in accordance with this.

Whilst not wishing to discourage non-Aboriginal writers from using Aboriginal material or describing Aboriginal situations, we urge them to give consideration to us as people in our own right, with intelligence, feelings, values, aspirations, and a long history of our own. **We own our history.** Non-Aboriginal writers should get Aboriginal approval when writing about our history, culture, languages, lifestyles and people.

However, there are many of us, (elders, leaders, parents, and children), who feel that the only true representation of Aborigines in literature can be presented by Aboriginal writers.

Recent history, 200 years, has shown that literature concerning Aborigines was mainly a product of non-Aboriginal writers. For Aborigines, the struggle to survive and retain our culture and heritage was the focus of our lives.

From the emergence of true, unadulterated Aboriginal writing, approximately 15-20 years ago, grew a distinct form of Aboriginal literature, which is still evolving.

We feel that these are exciting times. We are particularly privileged to be part of them and witness the emergence of Aboriginal artists, playwrights, poets, novelists, historians, film makers, etcetera, who are forming a new sub-culture, and universally securing ours, and our children's place, in the artistic world.

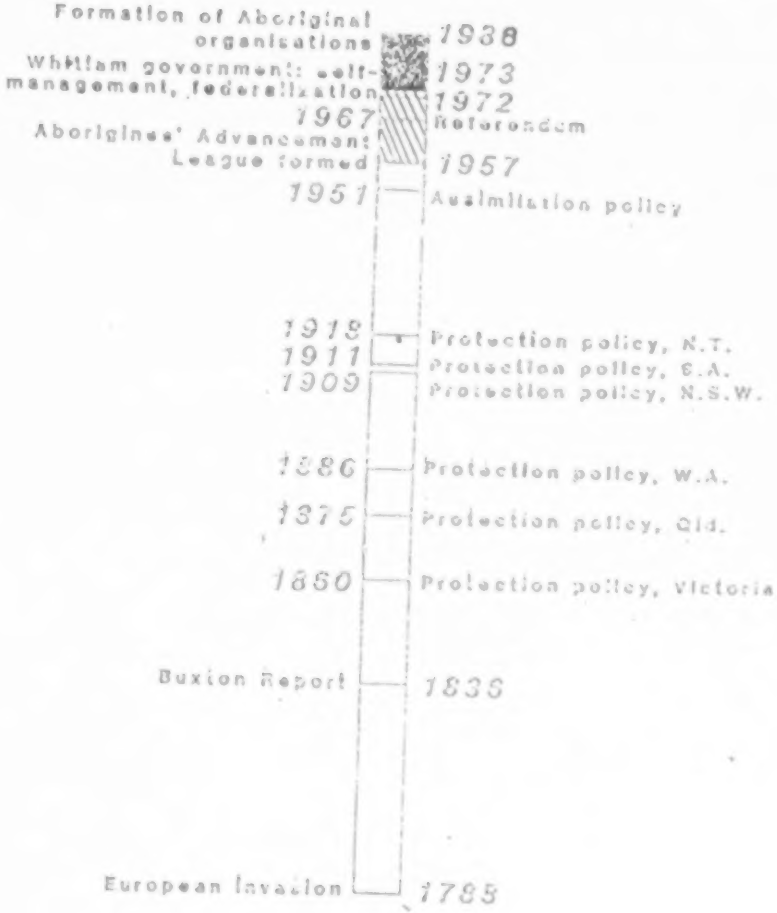
APPENDIX 1

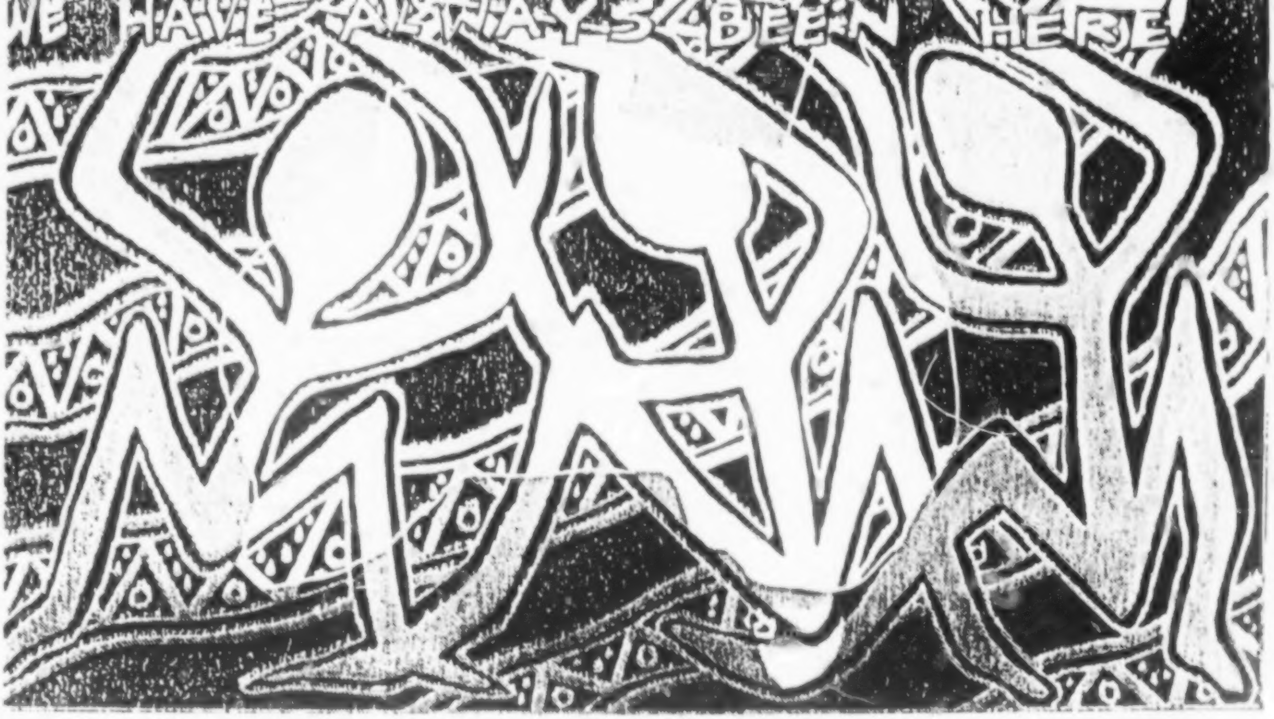
Time Scale: Policies leading to Aboriginal Involvement & Self-management

Aboriginal Involvement ▩

Aboriginal semi involvement ▨

No Aboriginal Involvement ☐


Formation of Aboriginal organisations
1938
Whitlam government: self-management, federalization
1973
1972
1967
Referendum
Aborigines' Advancement League formed
1957
1951
Assimilation policy
1918
Protection policy, N.T.
1911
Protection policy, S.A.
1909
Protection policy, N.S.W.
1886
Protection policy, W.A.
1875
Protection policy, Qld.
1860
Protection policy, Victoria
Buxton Report
1835
European Invasion
1785


WE HAVE ALWAYS BEEN HERE

STATEMENT ON A SEPARATE IDENTITY

Aboriginal Studies is not to be involved in the general theme of Multicultural Studies as is presently and naively done.

We, the Aboriginal people, are a unique group within Australia.
We are the undisputed indigenous people of this continent.
We have a distinct and separate culture from that of non-Aboriginal people.

Much emphasis has been placed on the theory that we migrated to this land. There is no evidence to support this.

Our history states we originated from this continent.

We have always been here. August 1985

VICTORIAN ABORIGINAL EDUCATION
ASSOCIATION INCORPORATED

◆

The origins of Aborigines have been tentatively canvassed in competing archaeological theories which uniformly assume overseas immigration. The uncritical acceptance of these inadequately substantiated theories has been challenged by Aborigines on, at least, two accounts. Firstly, these theories tend to ignore Aboriginal creation beliefs associated with the "Dreaming". The belief held by Aborigines that they were created in Australia is an important, though frequently unrecognised, feature of Aboriginal religious beliefs. Secondly, Aborigines suspect that the current policy of 'multiculturalism' is being used to redefine them as 'migrants' in the same sense as those recent arrivals of the past two centuries. Aborigines are wary of the idelogical use of multiculturalism. It seems to deny Aboriginal uniqueness, to trivialise the usurpation of their lands and to repudiate their claims for social justice. April 1986.

ABORIGINAL EDUCATION SERVICES

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APPENDIX 3

Author's Note

This is a story of today and of Australia. It is my own story, grown out of my thinking. Its human characters are my invention, but its spirit characters are not. They are the folk-spirits of the Australian Aborigines – not the ritual figures of the creative myths but the gnomes and heroes and monsters of Australia.

I might have written a story about more familiar spirits, the elves and fairies and dragons and monsters of Europe. Then everyone would have known that the story was mine and the spirits borrowed from an older convention. But for that story I would have to invent a foreign setting, an Earthsea or a Middle Earth; and powerfully magical as those countries are I know one as powerful and as magic. It is the only one I know and the one I want to write about.

So every spirit appearing in this and my two previous stories, *The Nargun and the Stars* and *An Older Kind of Magic*, belongs originally to Australia and its Aborigines. Many of them are beliefs still living; some are remembered from only a generation ago; a few have outlived the people who believed in them. They claim their place in an old convention, these even older and perhaps purer spirits of the Aborigines' domestic life. And I claim a writer's leave to employ them in my own stories in my own way.

HOW THE ENGLISH LANGUAGE IS USED TO PUT KOORIES DOWN, DENY US RIGHTS, OR IS EMPLOYED AS A POLITICAL TOOL AGAINST US

Eve D. Fesl (Gabi Gabi and
Gangulu Clans)
Monash University - Rev.8/87.

"Aborigine" and "Aboriginal"

Have you ever wondered why sometimes we are described as "Aborigines" and sometimes as "Aboriginals"? Lets look at the question:

The word "aborigine" is a noun which refers to an indigenous group of ANY country. It is a term which the English first used to describe our people when they invaded our country. As a name of a group of people it is non-descriptive, placing us into a hodge-podge of peoples, without giving us a named identity. Into this linguistic "stew" they have also placed the people of the Torres Strait Islands, whose languages and culture differ considerably from ours.

In response to Koorie demands, some attempt was made to make us a little more distinctive by spelling "aborigine" with a capital "A".

The word "aboriginal" is an adjective (or describing word) used to describe something associated with Aborigines, e.g. "aboriginal paintings". So why is the form "Aboriginals" used, ungramatically, as a noun when the word today should be, "Aborigine"?

With a few exceptions, e.g. Commonwealth and Victorian Departments of Education, you will notice government departments always refer to Australian Koories as "Aboriginals". This is because they were instructed to do so. To find out the reason we must go back to 1901.

The law at the time gave the Commonwealth power to legislate in relation to any race of people except "aboriginal natives". Thus, through British law and the use of the term "aboriginal natives", we were denied an identity as a race of people (popular belief at the time being that Koories were dying out anyway). An "opinion" was sought from government legal officers, who advised that "aboriginal natives" should continue to be excluded from that law and that we should be known as aboriginal citizens or natives (note the small "a"). The term "aboriginal" (meaning aboriginal native or citizen) came into use as a noun and in the case of more than one person was changed to aboriginals (meaning aboriginal natives).

Later when we demanded that Aborigine be spelt with a capital "A", the capital "A" was also used on Aboriginals (which still implies Aboriginal natives) and a denial of our identity.

The worst thing about the use of "Aboriginal" is that it places us into the category of being a non-existent people, thus sustaining (as is no doubt intended), the "legality" of the TERRA NULLIUS annexation of our land.

Remember that at the time government employees were directed to use the word in this way, the white population were trying to put us out of existence with guns and were forcing us into reserves out of the way where we couldn't be seen.

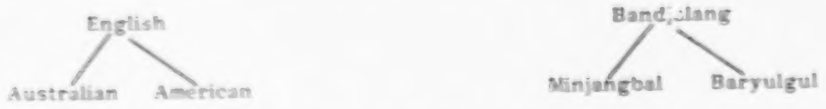
Misuse of the English language in this word reinforces the attempts to wipe out our identity and our race.

Just as the English, Dutch and French are referred to by the specific names of their groups, we should be demanding that the nondescript terms applied to us by speakers of the English language, be dropped and that the names which we use to describe ourselves and others of our race be used. Koorie is the name by which those of us living in New South Wales, Victoria and Tasmania refer to ourselves and others of our race. Murri is the Queensland term, Nyunga in West Australia, and so on. LEARN THEM ALL and USE THEM appropriately !

"Languages" and "Dialects"

Even in the description of our languages, many people are unwilling to give them the full credit of being languages and instead refer to them as "Aboriginal dialects".

At the time of European settlement, there were an estimated 260 "LANGUAGES which had 500 - 600 "dialects". A dialect is a particular way in which a language is spoken. For instance, Australians speak English differently to Americans. The forms are known as "dialects" of the English language. A language can have many dialects.



(The above languages actually have more than two dialects.)

Each of the 260 Koorie languages have dialects. So why do non-Koories devalue our languages by calling them by the sub-form term, "dialects"?

"Divided"

The meaning of this word is often twisted when non-Koories want to prevent Koorie community members from successfully achieving a goal. "The community is divided" is used, particularly by Government as an excuse for not agreeing to community requests. What is implied is that there is not 100% consensus. Sometimes one or two community members who do not agree with the rest are used against the majority as examples of the "divisiveness".

There would be no governments in control in Australia if total support was required. So why are Koories singled out for having to have full consensus and no diversity of opinion amongst their members?

The next time someone uses the word this way, ask him/her for all the figures and give a reminder about what is meant by democracy. In any democratic society, a majority in favour is sufficient to warrant action.

"Tribe"

The word "tribe" has negative connotations for many Koories. Definitions in dictionaries are inappropriate - the non-derogatory describe people with "leaders" - the derogatory refer to "primitive" peoples. The more suitable words to use are "clan" or "family" groups.

"Traditional"

Many anthropological and other works refer to "traditional" societies when referring to our people living different lifestyles from urban dwellers. Just what is meant by "traditional"? Maintenance of the term, perpetuates a belief held by many non-Koories that our society was fossilized in some undefined reference point in the past. Our society has always been changing and adapting to meet the differing needs created by environment and in the last 200 years, the changes caused by invasion of our lands. Everything we do that is not European is therefore, "traditional", this is regardless of where we live. If you are writing about Koorie culture, say so - drop the useless, non-descriptive term "traditional"!

"Primitive"

Just what is meant by primitive and who is primitive? R.M.W. Dixon, Professor of Linguistics, A.N.U., gives his view (in Dixon, R.M.W. The Languages of Australia: 1980), they (Koories) "... were, until European contact one of the societies that continued a hunter-gatherer economy. But this does not mean that they were in any sense survivors of an earlier, primitive age. They had developed varied and distinctive responses to the wide range of environments in which they lived. While societies in other parts of the world found themselves caught in a spiral of growth and increase in technological complexity. Aboriginal Australians chose to reduce work and technology to a minimum.

"Part-", "Quarter-", "Half-caste", "Full-blood"

Everybody in Australia is racially mixed, so why are Koories singled out to be divided into part-, quarter, half-caste or full blood? (These are not translations from our languages).

The fact is that these terms were used, and still are used in an attempt to divide and rule us.

These terms are extremely racist as they were first applied because white people believed that they were superior to us and that if we had some white racial mixture, we were better than those Koories who had a very dark skin colouring.

On the basis of the belief in white superiority, children with fairer skin were taken from their parents and raised in institutions away from them.

For a while even some of us were convinced that to be black or dark was to be inferior. However, 1967 saw an awareness and confidence in being black begin to develop. The saying "Black is Beautiful" began to be used. Koories regardless of skin colouring got together to work for the benefit of our people throughout Australia.

Because we all got together, the racists and some politicians are now trying to divide us again, this time by telling us that the very dark people are the Koories and that for a Koorie to be fairer in colouring is to be inferior or not real.

One has to be very wary of non-Koories who use these terms. Some Koories have mistakenly picked up the terms also. They should be reminded of these facts, as they are falling into the racists' trap.

"Dreamtime", "Myths", and "Legends"

The word DOMERI (from the Gidja language), cannot be translated into English, as the religious concepts of Koorie people across Australia differ from those of English-speaking peoples. Yet, the English gave our highly complex religious systems the name "Dreamtime".

This is an English compound word which has nothing to do with religion.

Our religious creation stories are always referred to as "myths" or "legends". The words "dream", "myth" and "legend" all carry meanings of invalidity. Our religious beliefs and stories are just as valid as any other religious group's, therefore, if people are going to write or speak about them, we must insist they use the more appropriate English words such as - religion, religious or creation stories and so on.

"Walkabout"

This is NOT a translation from our languages. It is an English word initially used by the British to describe unexplained Koorie absences during the time slots of the European clock. It implies Koories go away from the European presence and aimlessly wander around the bush or elsewhere. As well as connotations of lack of mental orderliness it disregards the fact that Koories may have their own personal matters to deal with, the nature of which they did/do not wish to explain to Europeans, (e.g.) cultural matters which Europeans often deride or class as being unimportant).

As the term carries an irrelevant meaning and is frequently used insultingly, it should be discarded. Challenge those who use it, to explain what they mean !

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Date Filmed

March 29, 1991